



STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD

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R E V I S E D
PRELIMINARY BOARD MEETING AGENDA

Eastern Washington University, Cheney
Pence Union Building, PUB 263-267
May 30, 2001

*Approximate
Times*

Tab

7:00 a.m. BOARD BREAKFAST AND MEETING OVERVIEW (Room 100, Ramada Inn)
No official business will be conducted.

8:15 a.m. **Welcome and Introductions**

- Bob Craves, HECB Chair
- President Stephen Jordan, Eastern Washington University

CONSENT AGENDA ITEMS

- **Adoption of April 2001 HECB Meeting Minutes** **1**
- **Resolution 01-22**
- **Resolution 01-23**
- **New Degree Program for Approval**
 MS in Information Management, UW **2**
 (Resolution 01-24)

2001 Legislative Session Report **3**
HECB staff briefing

8:45 a.m. **Eastern Washington University Student Panel**

9:15 a.m. **Spokane Chamber of Commerce: Presentation & Discussion**

- Donald Barbieri, Chair-elect
- Rich Hadley, Pres. & CEO

10:30 a.m. B R E A K

10:45 a.m. **Spokane Higher Education: Presentation and Discussion**

- Pres. Stephen Jordan, EWU
- Pres. William Robinson, Whitworth University

- Father Robert Spitzer, Gonzaga University
- Provost Ronald Hopkins, WSU
- Dean Bill Gray, WSU Spokane
- Chancellor Charles Taylor, Community Colleges of Spokane

12:00 noon **LUNCHEON WITH EWU TRUSTEES AND ADMINISTRATORS**
(PUB 261)

No official business will be conducted.

1:00 p.m. **PLANNING & POLICY COMMITTEE REPORT**
Gay Selby, Committee Chair

Postsecondary Opportunity & Achievement **4**
Among Washington Students
HECB staff briefing

Barriers to Student Learning & Institutional Responsiveness **5**
HECB staff briefing
(Resolution 01-25)

DIRECTOR'S REPORT

PUBLIC COMMENT

1:45 p.m. **ADJOURNMENT**

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements. We also can be reached through our Telecommunication Device for the Deaf at (360) 753-7809.

May 29, 4-7:30 p.m. Tour of Cheney downtown development area and EWU campus, then dinner at the home of Pres. Jordan. No official business will be conducted.

2001 HECB Meeting Calendar

<i>Date</i>	<i>TENTATIVE LOCATION</i>
June 25 Monday (Joint meeting: HECB & SBCTC)	SeaTac/Seattle area
July 25 Wednesday	University of Washington, Tacoma UWT Conference Center
September 12 Wednesday	Washington State University, Pullman Junior Ballroom, Compton Union Building (CUB)
October 30 Tuesday	Cascadia Community College, Bothell Board Room (#260), Main Cascadia Bldg.
December 12 Wednesday	Gonzaga University, Spokane Foley Library Teleconference Room

MINUTES OF MEETING

April 11, 2001

May 2001

HECB Members Present

Mr. Bob Craves, Chair
Dr. Gay Selby, Vice Chair
Ms. Kristi Blake, Secretary
Mr. James Faulstich
Mr. Larry Hanson
Ms. Ann Ramsay-Jenkins
Mr. Herb Simon
Dr. Chang Mook Sohn
Ms. Pat Stanford

Welcome and Introductions

HECB chairman Bob Craves opened the meeting at 9 a.m. and started the round of Board introductions. Pres. Brian Ebersole welcomed the Board to Bates Technical College.

HECB Honors UW Vice Provost Fred Campbell

Board chair Bob Craves read a resolution honoring Dr. Fred Campbell who is retiring after 33 years at the University of Washington. Dr. Campbell has been a good friend and colleague and a great champion of opportunity and quality education for Washington students.

ACTION: Ann Ramsay-Jenkins moved for consideration of **Resolution 01-06** honoring Dr. Fred Campbell. Larry Hanson seconded the motion, which was unanimously approved.

Public Hearing on Doctoral Degrees at Branch Campuses

Executive Director Marc Gaspard briefly outlined the revised meeting agenda. He noted that the item on doctoral degrees at branch campuses has been put on hold at the request of the three chairs of the Senate and House Higher Education committees.

Consent Agenda Items Approved

ACTION: Larry Hanson moved for approval of the **minutes of the HECB Jan. 24 meeting** and **Resolution 01-07** covering technical corrections to the rules for the Displaced Homemaker Program. Ann Ramsay-Jenkins seconded the motion, which was unanimously approved.

Ten New Degree Programs Approved

Chairman Craves read the list of the 10 new degree programs for the Board's approval under the consent agenda. There were no questions or requests for discussion.

ACTION: **Gay Selby** moved for consideration of **Resolutions 01-08 through 01-17**. **Jim Faulstich** seconded the motion. The consent agenda items were approved unanimously.

Planning & Policy Committee Report

Marc Gaspard introduced each agenda item. Planning and Policy Committee Chair Gay Selby provided highlights and background information before presentations from staff.

Minimum Admissions Standards: HECB Admissions Policy for Alternative Admissions

Associate director Elaine Jones reviewed the current status of alternative admissions. She then outlined the Planning and Policy Committee's recommendation to amend the current alternative admissions standards to permit public baccalaureate institutions to waive the SAT or ACT examination on a case-by-case basis.

To assess the impact of this modified standard, institutions will be asked to report to the HECB on the number of students admitted under alternative admissions standards (total and percentage) and the number of students admitted under alternative admissions standards without the SAT or ACT (total and percent).

UW vice provost Fred Campbell commented that the waiver system must work hand-in-hand with (1) finding students with promise and (2) finding the mechanism to make this plan work. The students need to see when they come to the university that they can succeed, he said. He noted that he appreciated that time will be provided for a pilot study.

ACTION: **Larry Hanson** moved for consideration of **Resolution 01-18** amending current alternative admissions standards to permit public baccalaureate institutions to waive the SAT or ACT examination on a case-by-case basis. **Jim Faulstich** seconded the motion, which was unanimously approved.

Postsecondary Opportunity and Achievement Among Washington Students

In December 1999, the Board directed staff to conduct a comprehensive review of statewide goals for the participation of people of color in higher education. In the spring of 2000, the HECB convened two advisory groups to review the agency's existing reporting framework. Based on these discussions and Board guidance, HECB staff developed a new framework for monitoring diversity in higher education.

The new reporting framework is designed to create a picture of readiness, participation, and achievement among **all** Washington students at all types of postsecondary institutions, including progress and preparation at the K-12 level. HECB associate director Tom Weko, lead staff for the diversity project, described the new framework as a simple and relevant way of focusing on the pipeline of student preparation and progress from K-12 through a broad range of postsecondary education and training. It will allow staff to identify problems and then "drill down" to understand the underlying issues. The report will use existing resources and data already collected by various agencies and organizations.

Kristi Blake suggested that staff take advantage of the opportunity to collect as much data as possible and review other factors, such as economic background and geography that would be valuable indicators for Board policy deliberations.

HECB deputy director Ruta Fanning said staff would present a report using the new framework to the Board in May. Step two would be determining the cause of the problems. The final step would be developing policy recommendations timed to coincide with the development of the biennial budget.

ACTION: **Jim Faulstich** moved for consideration of **Resolution 01-21** adopting the new reporting goals and calendar on postsecondary opportunity and achievement among Washington students. **Pat Stanford** seconded the motion. Resolution 01-21 was unanimously approved.

2001 Legislative Session Update

Executive Director Marc Gaspard discussed the Governor's and Senate budget proposals, particularly as they impact Master Plan goals and strategies. Bruce Botka, director for government relations, summarized the status of HECB priorities.

Discussion on Enrollment

Associate director John Fricke said the Governor and Senate showed strong support for higher education in their budget proposals. He noted that the Senate proposal increases spending on higher education by 9.5 percent while increasing total General Fund spending by 8.5 percent. Both budget proposals include new enrollments across the higher education system, although at lower levels than what the institutions and the HECB had requested. The enrollment situation is complicated, he said, by the under-enrollment at some institutions and the over-enrollment at others.

Gay Selby discussed the issue of geographic location and the appropriate distribution of FTEs based on demand. She noted the strong demand in the Puget Sound area and I-5 corridor.

Capital Budget Summary

Associate director Jim Reed discussed the status of the capital budget and compared HECB recommendations to projects funded in the Governor's and Senate budgets.

Presentation from the Community and Technical Colleges

Representatives from the two-year colleges discussed the key role that the community and technical colleges play in providing skilled workers for the state's workforce. The panel was composed of the following individuals:

- Pres. Brian Ebersole, Bates Technical College
- Pres. Don Bressler, Renton Technical College
- Pres. Michelle Johnson, Pierce College at Steilacoom
- Dr. Loretta Seppanen, Asst. Director for Education Services, SBCTC.

Dr. Seppanen provided a brief history of the community and technical college system, beginning in the 1960s when the community colleges separated from the local school districts to the current challenge of responding to community and business needs for workers with strong technical skills.

- Bates Technical College, the largest technical college in the state, offers a wide array of skills and occupations, Pres. Ebersole said. About 20 percent of its students have four-year degrees. Bates was the first public college in Washington to guarantee that its career training programs will meet employer needs and the first to offer a nationally accredited court reporting program in the area. Bates is also one of only two colleges in the nation to offer broadcast technology education giving students hands-on experience in public broadcast television.
- Pres. Don Bressler described the programs offered at Renton Technical College as specialized preparatory or pre-employment job training, which permits students with or without high school credentials to master skills and successfully enter the workforce. Renton Technical College trains more apprentices than any other public college in the state. One-quarter of its students enroll in ESL programs. Successful strategies include peer mentors and blended or integrated programs where students receive technical and ESL training at the same time.
- Pres. Michelle Johnson highlighted the careers consortium of Pierce County, allowing students to earn their high school credentials while receiving postsecondary training. She discussed the shift in training and education requirements from the 1950s to the year 2000, with 80 percent of employers now requiring some form of postsecondary education.

All of the presenters urged the Board to work to develop new pathways between two-year vocational training and four-year academic degrees. Technical/professional credits are not generally accepted at the four-year public baccalaureate institutions, they said, and students with technical degrees are generally told they have to start over when they enroll at a public four-year college or university. Pres. Ebersole suggested an alternative process to earning a four-year degree that would credit the two years of technical training and combine that with two more years of liberal arts education at a four-year institution.

Jim Faulstich suggested that staff review the issue of articulation and potential incentives.

Director's Report

Marc Gaspard provided updates on the GET program, and shared information on the Higher Education Facilities Authority meeting, of which he is a board member.

The Board adjourned the meeting at 12:30 p.m. (Bates Technical College senior staff and trustees joined Board members for lunch and a campus tour.)

RESOLUTION NO. 01-06

WHEREAS, Dr. Frederick L. Campbell, Dean of Undergraduate Education at the University of Washington, has announced his retirement following 33 years of distinguished service to the institution, its students, and the state of Washington; and

WHEREAS, Following his appointment in 1967 as an Assistant Professor in the Sociology Department, Fred embarked on an academic career that established his reputation as a scholar and educator committed to quality education for students; and

WHEREAS, Fred's aforementioned commitment to quality education was evident through his receipt of numerous awards and professional honors, including: receiving the University of Washington Distinguished Teaching Award, being named for Distinguished Contributions to Undergraduate Sociology, and being awarded a prestigious Visiting Fellowship at the Nuffield College, Oxford University; and

WHEREAS, These numerous honors reflect Fred's vision and dedication to an academic culture that recognizes the interests of students and learning as a fundamental mission of the academy; and

WHEREAS, Fred has assisted the Board and its staff by providing valued counsel and advice on important matters of higher education policy and planning in a manner reflecting his values and vision of higher education;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board hereby expresses its appreciation, respect, and admiration for the contributions and legacy of Dr. Frederick L. Campbell to the higher education community and the state of Washington, and wishes him continued excellence in his future endeavors.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristi Blake, Secretary

RESOLUTION NO. 01-07

WHEREAS, The Higher Education Coordinating Board adopted rule changes for the Washington State Displaced Homemaker Program on December 6, 2000; and

WHEREAS, Technical errors were discovered; and

WHEREAS, The errors have been corrected in accordance with the Washington State Rule-making Procedures;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts as permanent rules the changes proposed to Washington Administrative Code 250-44-100; 250-44-110; 250-44-120.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-08

WHEREAS, Eastern Washington University is requesting approval to offer the Master of Social Work in Everett and Yakima for new cohorts of students; and

WHEREAS, The programs will provide the only Master of Social Work for placebound individuals in Everett and Yakima; and

WHEREAS, The program addresses the increasing demand for social workers in the public and private sectors; and

WHEREAS, the curriculum, resources, and assessment and diversity plans are suitable for programs of this nature; and

WHEREAS, The costs are reasonable for offering these graduate programs;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves Eastern Washington University's request to offer the Master of Social Work in Everett and Yakima for new cohorts of students, beginning in fall 2001 in Everett, and winter 2001 in Yakima, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-09

WHEREAS, Eastern Washington University is requesting approval to offer a Bachelor of Science in Dental Hygiene degree completion program, beginning in fall 2001 at Shoreline Community College, and in fall 2002 at Pierce College; and

WHEREAS, The programs are responsive to needs for baccalaureate level oral health-service providers and educators; and

WHEREAS, Student interest in the programs is keen; and

WHEREAS, Resources are sufficient to support quality programs; and

WHEREAS, The programs represent collaborative efforts among three public institutions to leverage state resources to meet citizen demand;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University request to offer a Bachelor of Science in Dental Hygiene degree completion program, beginning in fall 2001 at Shoreline Community College, and in fall 2002 at Pierce College, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-10

WHEREAS, Eastern Washington University proposes to establish a Bachelor of Science in Environmental Science, beginning in fall 2001; and

WHEREAS, The program will be attractive to both students and employers; and

WHEREAS, The program of study, resources, and assessment and diversity plans are suitable; and

WHEREAS, The external reviews attest to the need and quality of the program; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves Eastern Washington University's proposal to establish a Bachelor of Science in Environmental Science, beginning in fall 2001, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-11

WHEREAS, Eastern Washington University has requested approval to establish a Bachelor of Science in Athletic Training, beginning in fall 2001; and

WHEREAS, The program will be attractive to students and employers; and

WHEREAS, The curriculum will provide students with strong preparation for athletic training careers or graduate school; and

WHEREAS, The resources are adequate and the program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University proposal to establish a Bachelor of Science in Athletic Training, beginning in fall 2001, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-12

WHEREAS, Eastern Washington University has requested approval to establish a Bachelor of Science in Exercise Science, beginning in fall 2001; and

WHEREAS, The program appears to be popular among students and employers; and

WHEREAS, The curriculum and resources are sufficient to serve student needs; and

WHEREAS, The external reviews attest to the need and adequacy of the program; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University proposal to establish a Bachelor of Science in Exercise Science, beginning in fall 2001, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-13

WHEREAS, The University of Washington is seeking approval to establish a Bachelor of Science in Bioengineering; and

WHEREAS, The program will be the only such program in Washington State; and

WHEREAS, The program will be highly attractive to students and employers alike; and

WHEREAS, The external reviews attested to the need and quality of the program; and

WHEREAS, The program will train students for either the job market or graduate studies; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Bachelor of Science in Bioengineering, beginning in autumn 2001, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-14

WHEREAS, The University of Washington proposes to offer a Master of Arts in Hispanic Studies; and

WHEREAS, The program will offer students advanced training in Hispanic language, literature and culture; and

WHEREAS, The proposal documents the need for such a program; and

WHEREAS, The program of study is sound and reflects professional standards in its field; and

WHEREAS, The assessment and diversity plans are appropriate for a program of this nature, and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington request to offer a Master of Arts in Hispanic Studies, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-15

WHEREAS, The University of Washington Bothell has requested approval to establish a Master of Arts in Policy Studies; and

WHEREAS, UW Bothell has demonstrated a need to prepare students for professional careers as leaders, analysts and policy leaders within non-profit, public, and private organizations; and

WHEREAS, The program integrates classroom seminars, field research, service learning, internships, workshops, and applied projects in a collaborative, team-building learning environment; and

WHEREAS, The program will respond to the needs of nontraditional students and serve a representative mix of students; and

WHEREAS, The assessment and diversity plans are appropriate for a program of this nature; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington Bothell proposal to offer a Master of Arts in Policy Studies program, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-16

WHEREAS, The University of Washington Tacoma proposes to offer a Bachelor of Arts in Urban Studies beginning fall 2001; and

WHEREAS, The South Puget Sound area is experiencing significant growth in its urban areas; and

WHEREAS, Graduates of an urban studies program are needed to help shape and direct economic development and growth in the South Puget Sound region; and

WHEREAS, The curriculum is designed to provide students with a broad understanding of the problems and prospects of metropolitan areas; and

WHEREAS, The program is committed to recruiting a diverse population of students and faculty; and

WHEREAS, The program has a detailed assessment plan based on careful attention to the program outcomes and student learning objectives; and

WHEREAS, The program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington Tacoma request to offer a Bachelor of Arts in Urban Studies, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-17

WHEREAS, The University of Washington has proposed to establish an Executive Master of Business Administration at Bellevue; and

WHEREAS, The program will address the critical need for managers in high technology companies; and

WHEREAS, The program is extremely popular among students; and

WHEREAS, The program will be supported by a strong curriculum, assessment and diversity plans, and resources; and

WHEREAS, The program will be funded on a self-sustaining basis over time;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to offer an Executive Master of Business Administration in Bellevue, beginning in winter 2001, effective April 2001.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-18

WHEREAS, The Higher Education Coordinating Board is required by law to establish *minimum* requirements for admission to Washington's public baccalaureate institutions (RCW 28B.80.350); and

WHEREAS, The current minimum admissions standards require all students who are enrolling directly from high school to submit an SAT or ACT pre-college test as part of the admissions process; and

WHEREAS, Up to 15 percent of freshmen and up to 10 percent of graduate and professional students at each of the six public baccalaureate institutions may be admitted using an alternative standard; and

WHEREAS, Public baccalaureate institutions have far more qualified students who meet the minimum admissions standards than they can accommodate, making alternative admissions quite competitive; and

WHEREAS, The Higher Education Coordinating Board is concerned that the current alternative criteria may limit access to a public baccalaureate institution for some promising students;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board amends the current alternative admissions standards to permit public baccalaureate institutions to waive the SAT or ACT examinations on a case-by-case basis.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-21

WHEREAS, RCW 28B.80.350 (11) requires the Higher Education Coordinating Board to monitor and report on minority participation in higher education, and to make recommendations to increase minority participation rates; and

WHEREAS, The Higher Education Coordinating Board, in collaboration with the public baccalaureate institutions and the State Board for Community and Technical Colleges, has conducted a comprehensive review of the statewide goals for the participation of people of color;

THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board adopts three new goals and a new reporting timetable on opportunity and achievement among Washington students, included in *Postsecondary Opportunity and Achievement Among Washington's Students*.

Adopted:

April 11, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

RESOLUTION NO. 01-22

WHEREAS, Dr. Barbara Leigh Smith, Academic Vice President and Provost at The Evergreen State College, has announced her decision to step down after 31 years of energetic and dedicated service to the institution, its students, and the State of Washington; and

WHEREAS, Barbara's work at Evergreen and with The Washington Center for the Improvement of Post-Secondary Education inspired a statewide and national educational reform movement in Learning Communities, a movement which she leaves her current post to support and strengthen; and

WHEREAS, Barbara has been an eloquent voice for student learning and education reform in the State of Washington; and

WHEREAS, Barbara served with distinction as President of the American Association for Higher Education; and

WHEREAS, Barbara has assisted the Board and its staff by providing valued counsel and advice on important matters of higher education policy and planning in a manner reflecting her values and vision of higher education;

THEREFORE BE IT RESOLVED, That the Higher Education Coordinating Board hereby expresses its appreciation, respect, and admiration for the contributions and legacy of Dr. Barbara Leigh Smith to the higher education community and to the State of Washington, and wishes her continued excellence in her future endeavors.

Adopted:

May 30, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

MASTER OF SCIENCE IN INFORMATION MANAGEMENT

University of Washington

May 2001

EXECUTIVE SUMMARY

INTRODUCTION

The University of Washington is seeking Higher Education Coordinating Board approval to establish a Master of Science in Information Management (MSIM). The program would be housed in the UW's Information School, which offers a BS in Informatics, a Masters in Library and Information Science, and a Doctorate in Information Science. The MSIM would be the first degree program of its kind in Washington State.

PROGRAM NEED

The proposal documents an immediate and extensive need for the MSIM. The program would address the severe shortage of well-educated professionals in information systems, computer science, and management. With "information" dominating our world in every way, the workforce and workplace have recognized the value of employing professionals capable of designing and managing information systems. The demand for the MSIM program continues to grow in both industry and academia. The University of Washington, with its Information School, and the state of Washington, with its high technology-based industry, are well positioned to respond to this need.

PROGRAM DESCRIPTION

The graduate program would require completion of 47 credits, including a foundation course, nine core courses, a capstone course/practicum, and electives. Students with professional and academic proficiencies would be able to petition to waive up to a maximum of eight credits from the core. Courses would be offered on Fridays and Saturdays via the lecture format and e-learning technologies. Full-time students would be able to complete the program in six quarters.

At full capacity, the MSIM would accommodate 36 FTE students. Three new faculty would be hired to teach most of the classes and would be supported by all of the full-time faculty associated with the UW's Information School. Administrative/support staff would be provided through existing resources. However, the UW would need to hire a Student Services Administrator to support the proposed offering.

ASSESSMENT AND DIVERSITY

The proposal outlines an exemplary assessment plan for evaluating program effectiveness and student learning outcomes. Student learning outcomes would be measured in the following ways including:

- students' performance in the capstone experience course;
- extensive exit interviews with students participating in the program; and
- surveys of students and alumni regarding their educational and professional experiences.

The MSIM is committed to recruiting and retaining students from diverse backgrounds. Recruitment strategies include establishing a relationship with Heritage College, which educates a significant number of Native American and Hispanic students, and reaching out to African American students in undergraduate programs at the UW and other institutions.

REVIEW PARTICIPANTS

The proposal was reviewed by several external reviewers, including Dr. John L. King, Dean of the School of Information at the University of Michigan, and Dr. Rob Kling, Director of the Center for Social Informatics at Indiana University. Both gave the proposal high marks, saying it was a timely program with an important human-centered focus on information technology and management issues.

Several external reviewers affiliated with the UW also evaluated the proposal and offered suggestions to enhance the proposal. In addition, the proposal was shared with the other public baccalaureate institutions, although no comments have been received.

PROGRAM COSTS

The MS in Information Management would be supported by a combination of internal reallocation and new state funds. At full enrollment, the annual program costs would be about \$752,376, or \$20,899 per FTE student.

STAFF ANALYSIS

The graduate program in information management would be a welcome addition to the UW's Information School. It addresses an increasing demand for professionals who possess a set of advanced knowledge and skills and human-centered values essential for success in the information field.

RECOMMENDATION

The University of Washington proposal to establish a Master of Science in Information Management is recommended for approval, effective May 2001.

RESOLUTION NO. 01 - 24

WHEREAS, The University of Washington has requested approval to establish a Master of Science in Information Management; and

WHEREAS, The program will address the immediate and extensive need for information technology management professionals; and

WHEREAS, The program of study and resources are outstanding; and

WHEREAS, The assessment and diversity plans are exemplary; and

WHEREAS, The program costs are reasonable for a program of this nature;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington proposal to establish a Master of Science in Information Management, effective May 2001.

Adopted:

May 30, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary

HECB Legislative Priorities: 2001 Session Report

May 30, 2001 – First Special Session

Issue	HECB Priority	Legislative Progress
Enrollment	6,594 FTEs, including 500 high-demand enrollment slots for competitive grants	<p>Senate operating budget includes 3,409 FTE, including 250 enrollments to be distributed by HECB for high-demand programs at 2- and 4-year institutions.</p> <p>House budget includes 3,679 FTE, including 250 high-demand enrollments.</p>
Tuition	Limit basic tuition increases to change in per capita personal income (4.9%, 3.9% as of November 2000)	<p>Senate budget caps resident undergraduate tuition increases at 6.7% and 6.1% each year at UW and WSU; 5.2% and 4.6% at regionals; and 3.7% and 3.1% at CTCs. Tuition at TESC and non-resident, graduate and professional tuition would be set by local boards.</p> <p>House budget would cap annual tuition increases at 6.9% and 5.9% for all public colleges and universities.</p>
Faculty salaries	10% for biennium for two-year and four-year faculty	<p>Senate budget provides annual base increases to state-funded employees of 3.7% and 3.1%. Funds are provided to pay for salary increases for only state-funded employees.</p> <p>House budget provides general increases of 3% and 2.6% and increases of 3.7% and 2.6% for two-year college academic employees. Funds are provided for all employees.</p>
Recruitment and retention and CTC part-time faculty	\$25.7 million for all institutions. Also, \$20 million for CTC part-time faculty and \$9.5 million for labor market adjustments at baccalaureates	<p>Senate budget includes \$4 million for recruitment/retention funding at baccalaureates and \$3 million at CTCs. Also, \$7.5 million for CTC part-time faculty.</p> <p>House budget allows baccalaureates to use up to \$20 million in tuition funds for recruitment and retention. For CTCs, \$4.3 million for faculty increments and \$5 million for part-time faculty salary equalization.</p>

Issue	HECB Priority	Legislative Progress
Washington Promise Scholarship	Full funding of two-year scholarships. Also, support legislation to place program in statute to serve top 15% of high school graduates and SAT qualifiers	<p>Senate budget includes total funding of \$14.8 million. Funds would cover second-year grants to top 15% of 2000 graduates. For 2001 and 2002 graduates, scholarships available to top 10% students who achieve SAT scores of at least 1,200 in their first attempt.</p> <p>House budget includes \$21.4 million for grants each year to students in top 15% of their senior class and to students who achieve SAT scores of at least 1,200.</p> <p>Governor's proposed legislation has not been adopted by either legislative chamber.</p>
State Need Grant	\$35.4 million State Need Grant increase to cover new enrollments, tuition increases, increase service level to 75% MFI and increase grant amounts, for total biennial funding of \$210.8 million	<p>Senate budget includes total funding of \$192.8 million to fund additional enrollments for students up to 65% of median family income. Tuition increases fully covered by state funds.</p> <p>House budget includes total funding of \$172.1 million to fund students up to 55% of median family income.</p>
State Work Study	\$8 million enhancement to add 2,000 students to current total of 9,500 and increase average state earnings award by \$150 per year	<p>Senate budget includes \$3.2 million enhancement to increase state-paid earnings and serve 850 more students. Average earnings would increase by \$64, to \$1,739.</p> <p>House budget includes \$3.2 million to serve 810 more students and increase earnings by \$64.</p>
Capital budget and related initiatives	<ul style="list-style-type: none"> -- \$529 million bonds -- \$174 million from Education Construction Fund -- \$230 million other funds 	<p>Senate capital budget:</p> <ul style="list-style-type: none"> -- \$437 million GO bonds -- \$91 million Education Construction Fund -- \$260 million other funds <p>House capital budget:</p> <ul style="list-style-type: none"> -- \$407 million GO bonds -- \$82 million Education Construction Fund -- \$241 million other funds

Issue	HECB Priority	Legislative Progress
Accountability	HECB recommendation approved in October	House budget includes accountability plan in budget. Senate budget does not address accountability planning.
Institutional eligibility for financial aid	HECB supports amending statute to make students at additional institutions eligible for financial aid	Senate passed SB 5166 to enable students at approximately seven institutions to become eligible for state financial aid. The bill was not approved by the House.
College Awareness Project	HECB is partner in institutional outreach and diversity proposal, with SBCTC, COP and OSPI	Legislation was proposed to earmark approximately \$16 million to expand college outreach and diversity initiatives in K-12 schools. The proposal was not approved by legislative committees.
Guaranteed Education Tuition – College Savings Plan		On May 7, the Governor signed HB 2126 into law. Requested by GET Committee and state Treasurer, the new law authorizes a college savings plan to supplement existing pre-paid tuition program. The GET Committee is forming an advisory group to help develop the savings plan.
Eastern Washington University doctorate of physical therapy		On May 11, the Governor signed SB 5921 into law. The measure grants Eastern Washington University the authority to offer a doctorate of physical therapy program subject to HECB approval.

Higher Education Coordinating Board
Progress Report Table – May 30 2001
Bruce Botka, 360-753-7811

HIGHLIGHTS OF THE 2001-2003 BIENNIUM HIGHER EDUCATION OPERATING BUDGETS

State General Funds

<u>Programs/Appropriations</u>	<u>HECB Recommendations</u>	<u>Senate Proposal</u>	<u>House Proposal</u>
Total Higher Education Appropriations			
Dollar amount	\$3,117.6 million	\$2,792.8 million	\$2,779.1 million
Percent increase over 1999-01	22.3% for higher education	9.5% for higher education, 8.5% for total state budget	9.0% for higher education, 8.0% for total state budget
Enrollment Increases			
Total new student FTEs	6,594 revised per CWU request (7,091 original)	3,409	3,679; UW/WSU may reallocate 10% among branches
Total dollar amount	\$58.4 million	\$30.8 million	\$32.0 million; \$1 million for CWU institution development
HECB high-demand pool (included in total shown above)	\$4.7 million--500 FTEs for competitive distribution	\$2.4 million--250 FTEs for competitive distribution	\$2.2 million--250 FTEs for competitive distribution
Financial Aid			
State Need Grant	\$35.4 million to close half of gap to full tuition and fund awards for all families below 75% MFI (currently 65%)	\$24.9 million--funds additional enrollments and tuition increase for students with family income below 65% MFI	\$4.8 million--funds additional enrollments and some tuition increases for students with family income below 55% MFI (currently 65%)
State Work Study	\$7.5 million to increase average from \$1,675 to \$1,825 and add 2,000 students	\$3.2 million to increase average from \$1,675 to \$1,739 and adds 850 students	\$3.0 million to increase average award from \$1,675 to \$1,739 and adds 810 students
Promise Scholarships (total program costs)	\$27.2 million total program costs for full funding of scholarships equivalent to CTC tuition and fees for top 15% and all who pass WASL	\$14.8 million total program costs for funding of scholarships up to CTC tuition and fees for top 10%	\$21.4 million total program costs for funding of scholarships up to CTC tuition and fees for top 15%
Displaced Homemaker	\$0.4 million--serve 9 of 14 unserved counties, improve evaluation and tracking	Increase not funded	Increase not funded
Future Teachers scholarships	Continue current level (\$1.0 million)--no increase	Continue current awards (\$1.0 million) to classified K-12 employees	Continue current awards (\$1.0 million) to classified K-12 employees
HECB admin. data systems	\$0.9 million to convert 10 outdated data systems	\$0.4 million with HECB applying \$0.1 million of savings credits	Not funded
Education Excellence Award	Included in base budget--Christa McAuliffe award	Funding eliminated (\$0.4 million)	Funding eliminated (\$0.4 million)
Salaries			
General Increase	\$135.3 million--6%/4% for baccalaureates; 5%/5% for CTC	\$94.3 million--3.7%/3.1% general increases for all employees; covers only state funded employees	\$90.6 million--3.0%/2.6% general increases, 3.7%/2.6% for CTC academic; state funds full cost for all employees; \$4.3 million for CTC increments
Recruitment/Retention	\$25.7 million--1% pools for all institutions	\$4 million for baccalaureates; \$3 million for CTCs	\$20 million for 4-years from local funds; excluded from base
CTC Part-Time Faculty	\$20 million--continue equalization efforts	\$7.5 million--continue equalization efforts	\$5 million--continue equalization efforts
Labor market adjustments in baccalaureate institutions	\$9.5 million--salary increases in high cost fields for UW, WSU, WWU	Legislatively authorized, not funded	Legislatively authorized, not funded
Flexibility	Tuition and savings can be used for salaries	Tuition and savings can be used for salaries; Flexible Compensation Initiative--retirement contributions can be redirected to salaries (up to \$46.2 million)	Tuition and savings are to be used for recruitment/retention by the baccalaureate institutions
Operating Cost Reductions			
	Not recommended	UW (\$3.4 million) and WSU (\$3.3 million) cuts equal to 25 percent of state-funded research and public service	\$22.9 million--2% of non-instructional budget (libraries, support activities, student services, research, facility

Tuition

DRAFT

<u>Programs/Appropriations</u>	<u>HECB Recommendations</u>	<u>Senate Proposal</u>	<u>House Proposal</u>
PCPI cap	4.9%/3.9%--3 yr. average from November forecast	No	No
Other limitation	No	UW/WSU 6.7%/6.1%; EWU/CWU/WWU/TESC grad. 5.2%/4.6%; TESC undergrad no limit; CTCs 3.7%/3.1%	Cap of 6.9%/5.9% for all students
Institution flexibility	Up to cap	Up to specified limit	Up to specified limit
Classes of students covered	All levels	No limits for law, medicine, dentistry, pharm., veterinary, nursing, grad business, TESC undergrad; New \$5/credit tuition for CTC pre-college and ESL (allows need-based waivers); nonresident tuition must cover full instructional costs; variation by day, time, campus, delivery; UW and CTC state support cut to offset some tuition increases	Law and graduate business may increase up to 12%/12%; variation by day, time, campus, delivery method
State Need Grant increases resulting from higher tuition	Increased awards covered by state funds	Increased awards covered by state funds	Increased awards covered by state funds
Diversity and Outreach			
College Awareness Project	\$15.2 million collaborative outreach/diversity proposal	Not funded	Not funded
Jefferson County pilot	\$.4 million	\$.4 million	\$.25 million
Learning opportunity project (HELLO)	\$0.9 million catalogue of aid/admissions/transfer services	Not funded	Not funded
Other institution proposals	\$27.0 million--HECB, NSIS, 5 institutions	Not funded; NSIS increase not funded	Full NSIS request funded, including \$.5 million outreach
E-learning Technology			
Tacoma Technology Institute	Not considered	\$2.6 million for Technology Institute at UW Tacoma; \$1.5 million for 5 CTCs	99 UW FTEs for Technology Institute at UW Tacoma, no start-up funding provided
Inland NW Tech Education Center	Not considered	\$1 million to operate and develop Spokane-based center (INTEC)	Not funded
Other institution proposals	\$20.9 million--SBCTC and 5 institutions	Not funded	\$4.5 million--CTC on-line campus
CTC Workforce, Responsiveness			
Workforce training	\$17.9 million--enhance training	Not funded	\$2 million--Program Dev. Grants; \$2 million--Comm. Dev. Grants (offset by \$2.9 m Timber Worker prog. elimination)
CTC College responsiveness	\$24 million--flexible funding pool	Not funded	Not funded
Equipment, Facilities, Research, Service, Other			
	\$27.9 million for NSIS and 6 institutions	UW and WSU cut by amount representing 25% of current level of state support for research and community service--see Operating Cost Reductions on previous page	Full NSIS request funded, including \$1.6 million for facilities/operations; UW (\$1.0 million) and WSU (\$1.0 million) for advanced technology initiative
Transfer and Articulation Data Systems			
HECB proposals (CAS, MTRE)	\$1.0 million--systems to inform transfer students and share student data among institutions	Not funded	Not funded
Competency-Based Proposals			
Degree efforts	\$0.2 million--define learning outcomes for 3 baccalaureate and transfer associate degrees	Not funded	Not funded
Admissions project	\$0.5 million--expand current project from 4 to 12 high schools and feasibility study for all schools	\$0.2 million	Not funded

Grant Programs

DRAFT

<u>Programs/Appropriations</u>	<u>HECB Recommendations</u>	<u>Senate Proposal</u>	<u>House Proposal</u>
IT matching grants	\$2.0 million	Not funded	Not funded
Teacher training pilots	\$.6 million for 4 pilots (increase of \$.3 million)	\$.3 million provided (no increase to current funding)	\$.3 million provided (no increase to current funding)
Fund for Innovation	\$1.2 million (increase of \$.6 million)	\$.6 million (no increase to current funding)	\$.6 million (no increase to current funding)
Child Care grants	\$.15 million (no increase to current funding)	\$.15 million (no increase to current funding)	\$.15 million (no increase to current funding)
Masters of Education reimbursement	\$2.0 million (no increase to current funding)	Funding eliminated	Funding eliminated
<hr/>			
HECB studies			
Facility condition assessment	\$1.5 million--basis for prioritizing deferred maintenance projects	\$1.4 million total funding; \$0.2 million HECB share and additional funding in other budgets to create a statewide condition assessment for four-year institutions	Not funded
<hr/>			
FY 2001 Supplemental Budget			
WSU retirement system costs	Not addressed	Not funded	Not funded
Green River CC legal settlement	Not addressed	\$.7 million	\$.7 million
CWU enrollment recovery plan	Not addressed	\$.3 million	\$.3 million

Comparison of FTE Enrollment Proposals for the 2001-03 Biennium House Budget and HECB Recommendation

	Budget Level FY 2001	House Budget Proposal					HECB Budget Recommendations				
		FY 2002	Increase 2001/2002	FY 2003	Increase 2002/2003	Biennium Total Increase	FY 2002	Increase 2001/2002	FY 2003	Increase 2002/2003	Biennium Total Increase
UW	34,688	34,820	132	35,146	326	458	35,003	315	35,388	385	700
Seattle	32,266	32,321	55	32,427	106	161	32,391	125	32,516	125	250
Bothell	1,136	1,169	33	1,235	66	99	1,201	65	1,286	85	150
Tacoma	1,286	1,330	44	1,484	154	198	1,381	95	1,486	105	200
Pool							30	30	100	70	100
WSU	19,847	19,570	(277)	19,855	285	8	19,570	(277)	20,010	440	163
Pullman	17,214	16,937	(277)	17,098	161	(116)	16,937	(277)	17,187	250	(27)
Spokane	946	946	-	988	42	42	946	-	1,011	65	65
Tri-Cities	616	616	-	616	-	-	616	-	616	-	-
Vancouver	1,071	1,071	-	1,153	82	82	1,071	-	1,196	125	125
CWU	7,867	7,470	(397)	7,470	-	(397)	7,470	(397)	7,470	-	(397)
EWU	7,864	7,908	44	7,992	84	128	7,964	100	8,064	100	200
TESC	3,713	3,754	41	3,837	83	124	3,773	60	3,901	128	188
WWU	10,826	10,877	51	10,984	107	158	10,946	120	11,066	120	240
SBCTC	123,762	125,012	1,250	126,762	1,750	3,000	126,262	2,500	128,762	2,500	5,000
HECB	50	-	(50)	250	250	200	50		550	500	500
Total	208,617	209,411	794	212,296	2,885	3,679	211,038	2,421	215,211	4,173	6,594*

* Note: The original HECB recommendation was for 7,091 new FTE. Since that time CWU reduced their request by 497 FTE.

Total biennium increases:

Four-year	429
CTC	3,000
HECB pool	250
Total	3,679

Total biennium increases:

Four-year	1,591	1,094
CTC	5,000	5,000
HECB pool	500	500
Total	7,091	6,594
	(original)	(revised)

POSTSECONDARY OPPORTUNITY AND ACHIEVEMENT IN WASHINGTON

May 2001

EXECUTIVE SUMMARY

BACKGROUND

Since its inception, the Higher Education Coordinating Board (HECB) has been committed to providing higher education opportunity for all Washington citizens and to promoting achievement among all those who begin their studies.

The HECB is also charged by state law with “monitoring and reporting on the progress of minority participation in higher education,” and making recommendations “to increase minority participation” (RCW28B.80.350). In December 1999, Board members directed the agency staff to conduct a comprehensive review of its work in meeting this responsibility. In the spring of 2000, two advisory groups were convened to assist in this effort. This report, *Postsecondary Opportunity and Achievement in Washington*, is the result of that review.

OVERVIEW

The report provides a broad overview of postsecondary opportunity and achievement in the state of Washington. It poses three questions: 1) Who is ready for postsecondary education? 2) Who begins postsecondary education? 3) Who completes postsecondary education? The report aims to inform thinking about the conditions that lead to opportunity and achievement, and to focus attention on important problems and accomplishments. Research-based conclusions and policy recommendations to broaden opportunity and strengthen achievement will follow.

The data in this report are drawn from the administrative records of Washington’s public high schools, community and technical colleges, and public universities. Some data also were collected about students enrolled in private vocational schools, colleges, and universities. Because each institution collects data slightly differently, the data provides a series of snapshots of student participation and achievement in Washington.

KEY FINDINGS

Who is Ready for Higher Education?

- About 17 percent of public high school students do not graduate. Among African American, Native American, and Hispanic students this rate is far higher, ranging from 27 to 36 percent.
- Many who do graduate are ill-prepared for postsecondary education. Of those who continue directly from high school to college, just over one-third will take a remedial course in their first year of schooling.

- Academic preparation is lagging among Native American, African American, and Hispanic students. Among the latter two groups, one-half will enroll in a remedial course as first-year college students.
- A small proportion of Hispanic and Native American seniors are completing a required step for university entry, taking a college entry examination (the SAT or ACT). While Hispanic and Native American students comprised six and two percent of Washington public high school seniors, respectively, they took only three and one percent of the SAT examinations in Washington. The proportion of white and Asian/Pacific Islander test-takers matched or exceed the proportion of high school seniors.

Who Begins Higher Education?

- More than six out of ten high school graduates continue directly to postsecondary education.
- Rates of continuation from high school to all types of postsecondary education and training are not sharply lower for African American, Native American, or Hispanic students than for whites. This achievement is due to the broad and open access afforded by the state's community and technical colleges.
- Thirty-two percent of white high school graduates continue directly to Washington community and technical colleges compared with 33 to 36 percent of Native American, African American, Hispanic, and Asian/Pacific Islander graduates.
- Thirty-five percent of Asian/Pacific Islander high school graduates continue directly to baccalaureate education. A smaller share of white (23 percent) and African American (21 percent) high school graduates make a direct transition from high school to a four-year college or university. Native American and Hispanic high school graduates, at 17 and 16 percent, are least likely to continue directly from high school to a four-year school.
- Taking a longer view of students' careers – examining high school completion and postsecondary entry – yields a less promising picture of higher education participation. Only one half (52 percent) of all high school freshmen will enroll five years later in postsecondary education or training. Rates are even lower for African American, Native American, and Hispanic high school freshmen (40, 36, and 32 percent).

Who Completes Higher Education?

- Within six years of beginning their studies, 45 percent of African American students, 49 percent of Native American students, and 53 percent of Hispanic students will complete their degrees at the public university where they began. Completion rates for white and Asian/Pacific Islander students (60 and 64 percent, respectively) are moderately higher.

- Rates of completion among African American and Native American students enrolled in community and technical colleges are low. Eight percent of African-American students and 15 percent of Native American students will complete their degree within three years of first enrolling. Completion rates for Hispanic, white, and Asian/Pacific Islander students range from 20 to 26 percent.

In Washington and throughout the nation, access and completion in higher education are inversely related. Open entry policies provide opportunity for all learners, including many with modest academic preparation. Because students who begin college with academic deficiencies are less likely to finish their studies, institutions with open enrollment policies will be marked by lower levels of completion than those that are selective.

Entrance requirements ensure moderately high levels of academic preparation among first-time students at public universities. Among students who enroll directly from high school, 17 percent of baccalaureate students will take remedial coursework in their first year compared to 52 percent of community and technical college students.

Implications

In Washington we are faced with three principal challenges: 1) broadening the pipeline of students who are prepared to enter and succeed in higher education; 2) ensuring adequate access to selective institutions; and 3) turning access into achievement at open enrollment institutions.

Next Steps

The HECB will meet with universities, colleges, and other governing agencies to review this diagnosis of opportunity and achievement, and to plan a collaborative research agenda. This research will be completed in 2002, and will lay the foundation for policy proposals offered in the 2003 legislative session. Below are some of the initial questions that might be addressed.

Broadening the Pipeline of Students

- Are students who succeed under standards-based education reform – e.g., who meet Washington Assessment of Student Learning standards – more likely to enroll and succeed in postsecondary education and training than those who do not?
- What proportion of students who are ill-prepared for postsecondary education are being served by targeted early intervention programs? Are these programs boosting students' educational aspirations, academic readiness for postsecondary education, or participation and achievement in postsecondary education?

Ensuring Adequate Access to Public Universities

- Are minimum entry qualifications for public universities predictive of student success? How successful are students admitted in exception to these policies?
- Is there a pool of students who are qualified for entry to public universities who are choosing not to seek entry? Is there a pool of students who are nearly qualified for university entry and might become qualified with additional support and information?

Turning Access into Achievement in Open Enrollment Institutions

- What factors explain successful student outcomes? Why are completion rates for some students substantially lower than for others?

POSTSECONDARY OPPORTUNITY AND ACHIEVEMENT IN WASHINGTON

May 2001

BACKGROUND

RCW 28B.80.350(11) directs the Higher Education Coordinating Board (HECB) to “make recommendations to increase minority participation, and monitor and report on the progress of minority participation in higher education.”

In January 1991, the Higher Education Coordinating Board adopted goals for student enrollment, retention, and completion, faculty and staff employment, and institutional climate; and it resolved to “annually monitor and report progress made towards these goals” (Resolution 91-5).

In March 1996, the Board revised the agency's policy on minority participation and diversity. The five goals adopted in 1991 were continued and twenty sub-goals were added.

In December 1999, the Board adopted Resolution 99-46. This resolution adopted the 1999 report “*Diversity and Participation of People of Color in Higher Education*” and directed the staff to update the 1999 study. In addition, Resolution 99-46 directed the staff to “conduct a comprehensive review of statewide goals for the participation of people of color.”

In the spring of 2000, the HECB staff convened two advisory groups to review the agency's existing reporting framework. Drawing upon participant suggestions and subsequent Board discussions, HECB staff proposed a new framework, described below, for monitoring diversity in higher education.

THE NEW FRAMEWORK

Participants in the advisory groups consistently recommended that the HECB expand its focus to include the “pipeline” of student progress and preparation at the K-12 level, since access to postsecondary education and training hinges upon successful pre-college preparation.

- *Opportunity and Achievement* focuses on the entire span of students' careers – from pre-college preparation to postsecondary participation and on to degree/certificate completion.

The HECB's previous reporting framework included some policy targets that were outside its purview, such as college and university curriculum, and institutional staff and faculty hiring decisions.

- *Opportunity and Achievement* addresses three state-level policy goals – readiness, participation, and achievement.

The HECB should focus on expanding postsecondary learning opportunities, wherever they occur.

- Insofar as data permit, the new report examines opportunity and achievement among Washington students at all types of postsecondary institutions – public and private, degree-granting and not.

“Minority” and “socially disadvantaged” are not synonyms. Some students of color fare quite well in preparing for, participating in, and completing postsecondary education. Many white students fare poorly in some or all of these areas. Federal programs that aim to promote readiness and participation in higher education, such as TRIO and GEAR-UP, reflect this fact.

- *Opportunity and Achievement* examines preparation, participation, and achievement among all students.

The primary window of opportunity for policy recommendations is the biennial budget, adopted in odd-numbered years.

- *Opportunity and Achievement* will be produced every other year, and linked to the biennial budget cycle.

The purpose of this report is to inform thinking about the conditions that lead to opportunity and achievement, to focus attention on important accomplishments and problems, and to direct research and policy proposals in productive directions. This initial review of opportunity and achievement in Washington does not present either research-based conclusions or policy recommendations; rather, it is a prelude to research and policy formulation.

All of the data presented in the report, unless otherwise indicated, are based upon the state of Washington.

Postsecondary Opportunity and Achievement in Washington

GOALS AND INDICATORS

Goal One: Readiness	Indicators of Readiness	Measurement by Race/Ethnicity	Data Source
All who complete secondary schooling should be well-prepared to begin – and succeed in – postsecondary education or training	4 th , 7 th , and 10 th grade WASL scores	% with passing WASL scores in reading and math	OSPI
	student progress	a) annual dropout % b) on-time graduation	OSPI Graduate/Dropout Analysis
	advance placement testing/performance	a) ratio 11+12 th grade AP candidates/hs juniors/seniors b) % exams scored 3 or >	AP Candidates/Scores: College Board HS Juniors/Seniors: OSPI
	college entry test-taking	ratio SAT+ACT test-takers/seniors	Seniors: OSPI Test-Takers: College Board, ACT
	collegiate remedial coursework	% of year WA public HS grads enrolled following year in remedial English, math, English+math (2 & 4 year)	Graduate Follow-Up Study
Goal Two: Participation	Indicators of Participation	Measurement by Race/Ethnicity	Data Source
All who complete secondary schooling should continue education and training fitted to their preparation, aspirations, and needs	secondary continuation rates	% of WA public HS grads who begin postsecondary education/training in following year	Graduate Follow-Up Study
	participation rates in public institutions	# undergraduate students seeking degree or certificate, CTCs and PBIs/population 17+	Enrollments: IPEDS, SBCTC Population: Dept. of Health
Goal Three: Achievement	Indicators of Achievement	Measurement by Race/Ethnicity	Data Source
All students who begin postsecondary education and training should achieve their educational goals – whether basic skills, a certificate or degree	persistence	a) retention: % first-time freshmen and CTC transfers enrolled following fall b) substantial progress: # of degree-seeking students enrollment 4 or > quarters/# starting 2 years earlier with degree completion goal	Graduate Follow-Up Study SBCTC
	completion	a) % fall 2000 first-time freshmen completed by summer 2006 b) % fall 2000 first-time, full-time students completed by summer 2003	Public Baccalaureate Institutions SBCTC
	transfer	a) % initial intention to transfer within 2 years b) % 30+ credits and transfer intent at exit who transfer	SBCTC SBCTC
	precollege/basic skills gains	% of ABE/ESL students making skill gains	SBCTC
	degrees and certificates conferred	# of degrees and certificates	IPEDS, WTECB

GOAL ONE: READINESS FOR POSTSECONDARY EDUCATION

All those who complete secondary schooling should be prepared to begin – and succeed in – postsecondary education or training.

READINESS INDICATORS

- I. WASL Scores
- II. Student Progress: High School Completion
- III. University Entry Test-Taking
- IV. Advanced Preparation: College Work in High School
- V. Collegiate Remedial Coursework

I. WASL Scores

How can one evaluate whether Washington’s high school graduates are ready for postsecondary education? Like many states, Washington does not administer an exit examination to all students seeking their diploma; therefore, we have no comprehensive assessment of graduates’ readiness for further learning. Instead, we must rely upon statewide assessments administered prior to graduation.

Two statewide assessments are administered to all secondary students before graduation: the Iowa Tests (ITBS and ITED) and the Washington Assessment of Student Learning (WASL). Administered to nearly all public school students¹, the WASL is a test designed to measure the mastery of the essential academic learning requirements for students in the 4th, 7th, and 10th grades.

The WASL was designed to measure students’ mastery of the state’s essential academic learning requirements, not college readiness. Before relying upon the WASL as a measure of college readiness, the state’s education research community will have to learn about the link between WASL performance and collegiate outcomes – enrollment, persistence, completion, and grades. Moreover, the majority of Washington’s postsecondary students begin their studies in community and technical colleges, which require neither a high school diploma nor the completion of a prescribed set of courses.²

¹ In 1999-2000, 1.4% of 10th grade students were exempted from the WASL, and 7-12 percent did not take one of its four sections. The proportion of 4th and 7th grade students not taking the WASL was substantially smaller.

² Students may be admitted if they: (1) hold a high school diploma; (2) are 18 years of age and hold a general education development (GED) certificate; or (3) are at least 18 years of age and judged to be at a “suitable level of educational development” by the college.

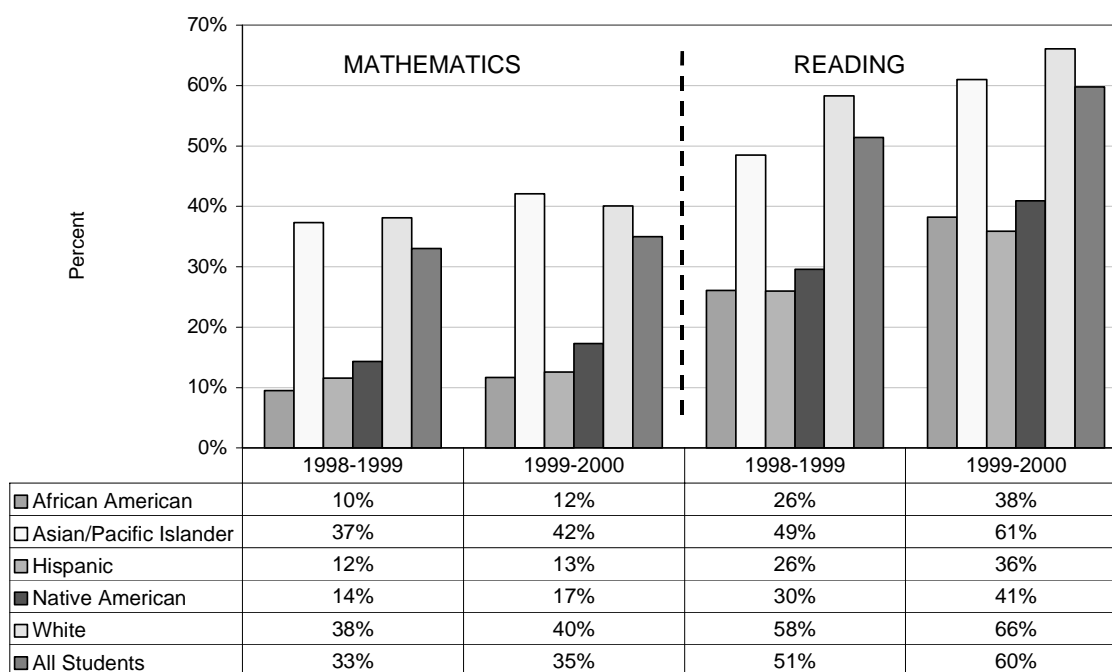
The WASL is used as an indicator of postsecondary readiness; it would appear that many 10th grade students are not on a course that will permit them to successfully begin postsecondary work.³

In 1999-2000, about 40 percent of white and Asian 10th grade students passed the examination's mathematics assessment. More than 60 percent passed the reading assessment. On average, though, only about 40 percent of Native American, African-American, and Hispanic students passed the examination's reading assessment, while fewer than 20 percent passed the mathematics assessment.

Two important qualifications should be kept in mind when reviewing these scores. First, WASL performance is not static. Changes in teaching practices and student capabilities have produced changing scores. The graduating class of 2002, tested in 1999-2000, did significantly better on the examination's reading assessment than did the class of 2001. Second, the WASL test, taken in the tenth grade, may be retaken in the student's junior and senior years of high school, permitting opportunities for improved performance.

Chart 1

10th Grade WASL: Percent Meeting Standards
in Mathematics and Reading, by Race/Ethnicity



Source: Office of the Superintendent of Public Instruction

³ Students also take the WASL examination in grades four and seven. A careful examination of WASL results for 4th and 7th grade students is presented in "Analysis of Student Outcomes by Race/Ethnicity and Socioeconomic Status" (presented on April 2, 2001, to the Academic Achievement and Accountability Commission by Pete Bylsma of OSPI and John Bowden of AAAC). Particularly valuable is the disaggregation of WASL results into four levels of achievement, rather than two (pass/fail). In the fall of 2001, OSPI will release comparable data for 10th grade students.

II. Student Progress: High School Completion

Throughout the nation calculating high school dropout rates is especially difficult, hampered by serious problems of measurement error. Among the 45 states that report dropout data to the National Center for Education Statistics (NCES), the average high school dropout rate in 1995 was estimated to be 23 percent.⁴ Washington's high school dropout rate, depending on how one estimates it, is probably slightly below the national average.

Three common methods for estimating high school dropout and completion are available.

- **State Population Survey.** One can use a population survey to measure the proportion of a young adult age group – all 25-29-year-olds – who completed high school. According to the 1997 Washington State Population Survey (SPS), approximately 91 percent of 25-29 year-olds had completed high school. The state's population of 25-29 year-olds is significantly different from its population of high school students, due to the in- and out-migration of young adults aged 18-29. The SPS provides a better measure of schooling among the state's young adult population than it does high school completion among our state's secondary students.
- **Annual Dropout Rate.** The Office of the Superintendent of Public Instruction (OSPI) publishes a Public High School Dropout Report. The OSPI calculates an annual dropout rate for high school students based upon the P-210 data collection. In this data collection, school districts report on all enrolled public high school students, including dropouts, transfers, graduates, and students of unknown status (for whom no information is available). The annual dropout rate is calculated by dividing the number of students reported known to have dropped out during the school year divided by the total number of students enrolled. By this calculation, the annual dropout rate increases from four percent in 9th grade to seven percent in 12th grade. The annual dropout rate also varies by race, ranging from four percent (for Asian American and white students) to nine percent (for Native American and Hispanic students). The annual unknown status for grades 9-12 is approximately six percent.

The annual dropout rate significantly underestimates the cumulative number of students actually leaving high school. The actual risk of a student dropping out during their four years of high school cannot be measured with an annual dropout rate. Rather, one must follow a cohort of entering students, i.e. a graduating class, from entry through exit.

- **Cumulative Dropout Rate.** “*Graduation and Dropout Analysis: A Report on the High Schools of Washington State*” uses the enrollment status report submitted for each graduating class to arrive at estimated on-time graduation rates and dropout rates for the state's public high school students.⁵

⁴ “A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level,” NCES Technical Report, February 2000.

⁵ The “*Graduation and Dropout Analysis*” is an analysis prepared by Litzenberger Consulting using data from field 17 of the P210 enrollment report.

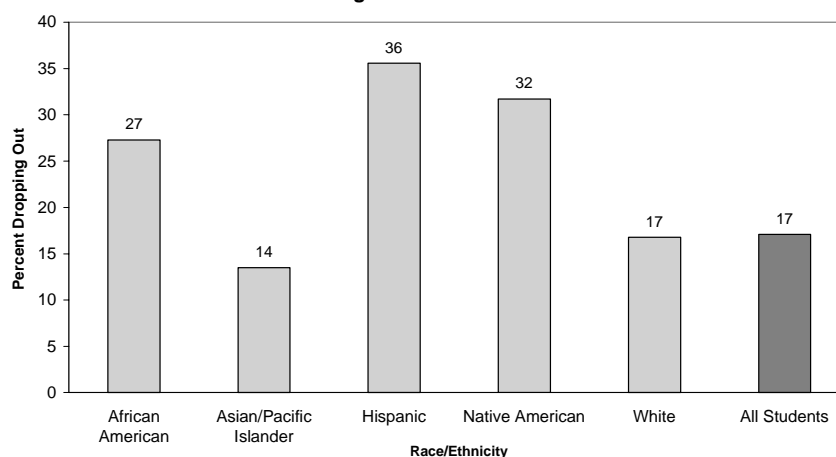
The OSPI calculation of a “Public High School Dropout Rate” is based upon the decision that “students who leave the district are considered unknown” unless (a) they indicate that they are dropping out, (b) their parents verify that they are in a home school program, or (c) another educational program requests their student records (i.e., indicating continued enrollment).⁶ The “*Graduation and Dropout Analysis*” makes the opposite decision counting students who leave a district without filing records as students who are no longer enrolled in secondary education. This calculation of the cumulative dropout rate is vulnerable to over-reporting of the actual dropout rate, since some students who leave high school continue their education without notifying their school districts.

The “*Graduation and Dropout Analysis*” Concludes that:

- 71 percent of the class of 1999 graduated on time (in June of 1999).
- Another 9 percent of students did not graduate on time and continue to attend a public high school.⁷
- 1.3 percent of students in the class of 1999 chose an alternate graduation process (e.g., GED).
- About nine percent of the high school graduating class of 1999 dropped out at some point in their four years of high school.
- Another eight percent of students were “unknown” – they left school without indicating that they were transferring or choosing an alternate route to graduation. These students most likely dropped out of school.
- In total, 17.1 percent of the class of 1999 were probably dropouts.
- The dropout rate varies significantly by race and ethnicity.

Chart 2

**Estimated Dropout Rate:
Public High School Class of 1999**



Source: “Graduation and Dropout Analysis”

⁶ Bulletin No. 42-00 DA, p. 5, July 2000.

⁷ Research indicates that the majority of these students will not complete the comprehensive high school program and will move to an adult diploma or GED program.

On-time high school completion is lower than the rate of diploma holding among all young adults (e.g., 20-22 year olds), since some students will later complete high school as young adults (e.g., by completing their GED). However, this measurement of high school completion is broadly consistent with national data and it is consistent with independent efforts to analyze student progress undertaken by the Washington State Public Policy Institute.⁸ The Superintendent of Public Instruction is now developing a unique student identifier for the matching of student records, making it possible for cohort-based analysis of student dropouts. When this new dropout estimate becomes available, the HECB will incorporate it into its reporting.

III. University Entry Test-Taking

Gaining admission to a public baccalaureate university in Washington requires that students take a college entry examination, either the SAT or the ACT. Taking the SAT or ACT examination provides us with evidence about students' intentions to undertake baccalaureate studies. Table 1 compares the proportion of ACT and SAT examinations taken by students from each of five racial/ethnic groups to the proportion of high school seniors of each race/ethnicity.⁹ The ratio of examinations taken to high school seniors provides us with a rough measure of baccalaureate-going intentions among each student population.

Table 1

Preparing for University Entry

	African-American	Asian/Pacific Islander	Native American	Hispanic	White
2000 ACT Test Takers	4%	8%	1%	4%	8%
2000 SAT Test Takers	3%	11%	1%	3%	78%
2000 High School Seniors	4%	8%	2%	6%	79%
SAT Exams/Seniors	.70	1.34	.43	.48	.99

Sources: College Board (SAT), ACT (ACT), OSPI (Seniors)

As these ratios reveal, Asian-American students are more likely to prepare for baccalaureate entry by taking the gateway SAT examination than any other population: they comprised 8 percent of high school seniors in 1999-2000, and 11 percent of SAT test-takers. White students are proportionally represented among those preparing for entry to a university. African-American seniors are significantly less likely to take the SAT examination than either whites or Asian-Americans, while Hispanic and Native American seniors are least likely.¹⁰

⁸ See "Educational Opportunities in Washington's High Schools Under State Education Reform," Volume I, pp. 25-30.

⁹ High school juniors (or graduates) may choose to take the SAT examination, and some individuals take the examination more than one time. Therefore, there may be more test-takers than high schools seniors. ETS, which administers the SAT, could provide an unduplicated count of seniors taking the examination, which could be matched against P-210 enrollment reports from OSPI to provide a precise picture of test-taking.

¹⁰ OSPI data on the race of high school seniors does not permit the response "other," while the College Board's SAT examination does. Three percent of SAT-takers report "other" for race/ethnicity.

IV. Advanced Preparation: College Work in High School

Many students choose to participate in college-level learning while in high school, such as Running Start, Advanced Placement, International Baccalaureate, and College in the High School. In 1998-99, 18 percent of all 11th and 12th grade students participated in college-level learning.¹¹ Taken together these provide a rough measure of how many students, and which students, are undertaking postsecondary work while completing their secondary education.

Who among Washington's high school students participates in college-level learning? Student-level data on International Baccalaureate and College in the High School is unavailable. However, data are available for the larger of these two programs: AP and Running Start. Among Running Start participants who enrolled as first-time freshmen at a public college or university in fall 1999, a consistently small share were non-Asian minority students. Thirteen percent of the state's high school seniors in 1998-1999 were African-American, Native American, or Hispanic students. Of the fall 1999 freshmen who enrolled in Washington's public colleges and universities and brought Running Start credits with them, 6.5 percent were African-American, Native American, or Hispanic students.

Table 2

**Former Running Start Students Enrolled in Public Universities
and Colleges in Their First Year After High School, Fall 1999**

	Number of Running Start Students, Fall 1999	% African- American, Native American, and Hispanic	% Asian/Pacific Islander	% White
CWU	90	n/a	n/a	n/a
EWU	85	0	0	100%
TESC	49	n/a	n/a	n/a
UW	709	6%	32%	62%
WSU	220	4%	10%	86%
WWU	306	6%*	7%*	87%*
CTC	2696	7%	9%	84%

*Data from fall 1998

n/a: data not available

Source: WSPPI, Volume 1, Educational Opportunity, pp. F3-F21

Advanced Placement (AP) examinations are similarly weighted towards white and Asian-American students, while the state's African-American, Native American, and Hispanic high school seniors comprise a smaller share of all AP test-takers than they do high school seniors.

¹¹ "Educational Opportunities in Washington's High Schools Under State Education Reform," Vol. 1, p. 32.

Table 3**AP Examinations, May 2000 Washington High School Seniors**

	Percent of 1999-2000 High School Seniors	Percent of AP Test-takers
African-American	4	2
Asian/Pacific Islander	8	16
Hispanic	6	3
Native American	2	1
White	79	80

By either measure – Running Start participation or AP test-taking – Native American, Hispanic, and African-American students comprise about five to seven percent of the state’s high school students who are participating in postsecondary learning opportunities while completing their secondary education.

V. Collegiate Remedial Coursework

Of the 1998 public high school graduates who began postsecondary education at Washington’s two-year and four-year colleges and universities in 1999, just over one-third (36.3 percent) enrolled in remedial mathematics or English courses during their first year of studies.¹² About ten percent of all who continued directly to higher education needed remediation in both mathematics and English.¹³ Enrollments in English remediation classes are relatively low – and enrollments in mathematics remediation are much higher – regardless of the institution that students attend or the race/ethnicity of students.

Institution of Enrollment

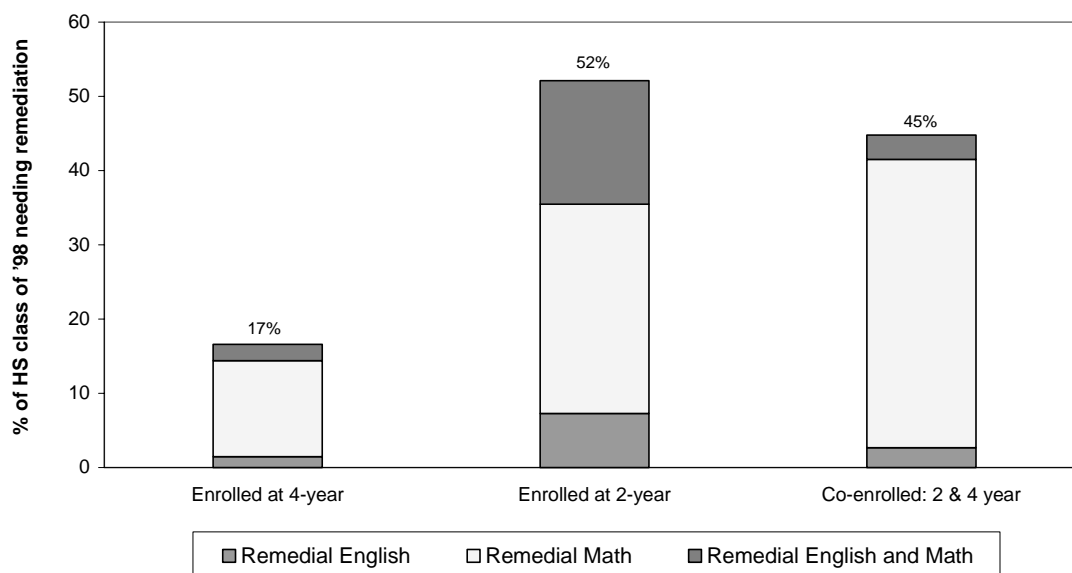
These rates vary significantly by institution: about one-half (52 percent) of two-year students enrolled in remedial courses, while 45 percent of co-enrolled students (those taking coursework at both two- and four-year institutions) enrolled in remedial courses. About 17 percent of baccalaureate students from the high school class of 1998 took remedial courses in their first year of baccalaureate studies.

¹² Analysis of remediation, and secondary continuation rates in part two, is based upon the Graduate Follow-Up Study. See Appendix One, Data Sources, for a discussion of the GFS.

¹³ Students who take one or two mathematics courses have a postsecondary graduation rate that is 80% that of students taking no remedial courses. Students taking any remedial reading courses have a graduation rate that is 61% that of students taking no remedial courses. “*The Condition of Education 2000*,” National Center for Education Statistics, US Department of Education.

Chart 3

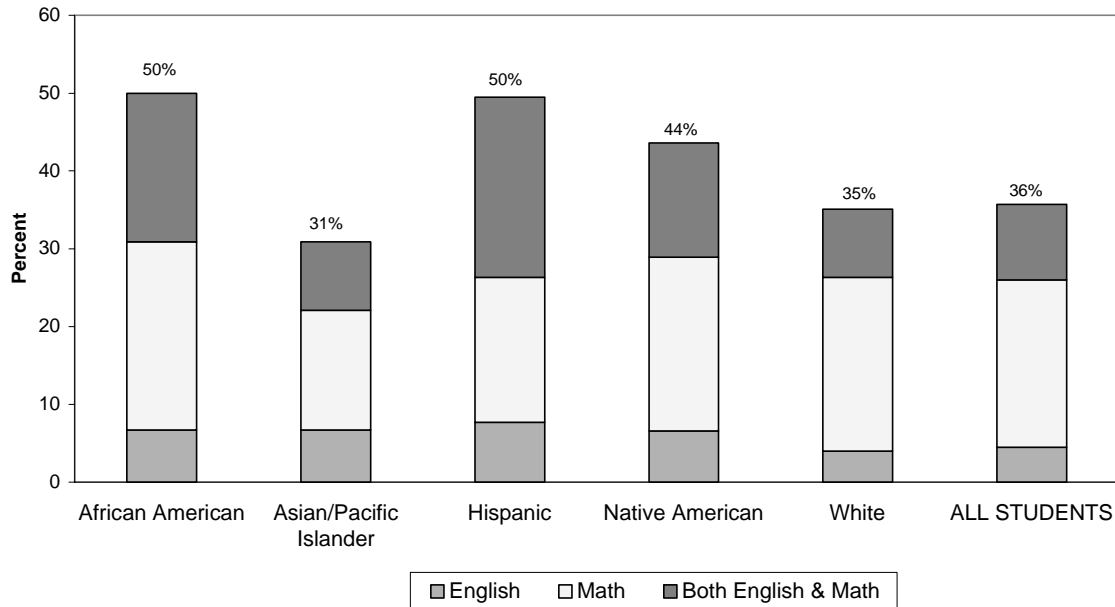
**1999 Postsecondary Remediation:
Percent Provided by Type of Institution for
High School Class of 1998**



Source: "Graduate Follow-Up Study," Class of 1998

Race and Ethnicity

Rates of remediation also vary by race and ethnicity. While about 10 percent of all graduates from the public high school class of 1998 enrolled in both math and English remediation during their first year of higher education, these rates rise sharply among Native American, African-American, and Hispanic college students. Twenty percent of African-American students from the high school class of 1998, and 25 percent of Hispanic students enrolled in remedial courses in both subjects upon entering college or university.

Chart 4**1999 Postsecondary Remediation:
Percent by Race/Ethnicity for High School Class of 1998**

Source: "Graduate Follow-Up Study," Class of 1998

University and college remediation is a conservative measure of readiness for postsecondary work: it measures the readiness of those 63 percent of students who received their high school diploma and enrolled in college in the year following their graduation, while omitting the 37 percent who did not continue directly to postsecondary education and training.

GOAL TWO: PARTICIPATION

Students who complete secondary schooling should continue education and training fitted to their preparation, aspirations, and needs.

PARTICIPATION INDICATORS

- I. Continuation Rate
- II. Population Participation Rate

I. Continuation Rate

Washington has one source of student-level information on post-high school outcomes of the state's high school graduates: the "*Graduate Follow-Up Study*" (GFS). The GFS is now conducted for the Superintendent of Public Instruction by the Social and Economic Services Research Center at the Washington State University.

For the class of 1998, some student data was available from 229 of the 244 high school districts in Washington. The GFS uses the voluntarily reported student social security number from the P-210 data collection and electronically matches high school enrollment records against student record systems at colleges, universities, and the state Employment Security Department. Joining these files permits analysts to produce a database with information about where high school graduates go after high school, and, if students enrolled in colleges, how well they initially did once they went there.

The GFS database has three important limitations.

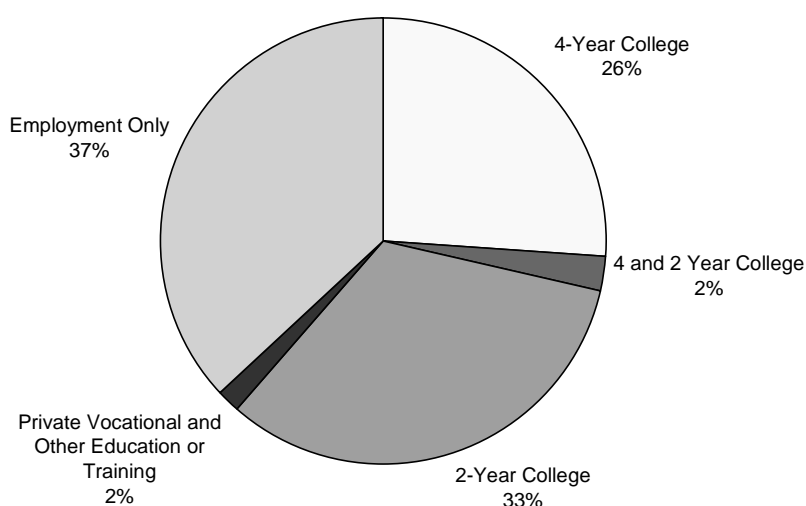
- It does not contain all high school graduates. It does not contain the records of 13 school districts, and within the remaining 229 districts it has social security numbers for 58 percent of graduating students. Of these students, 90 percent were located, leaving data for 52 percent of graduating students from 229 districts. Moreover, it does not contain data from all private four-year colleges.
- It follows high school graduates only briefly – through their first year of postsecondary enrollment. It does not collect data for additional years, permitting us to assess the long-term achievement of high school graduates who continue directly to postsecondary education.
- It does not permit us to follow students who "stop out" after high school, but later return to postsecondary education or training. While nearly all first-time, full-time freshmen enrolled in baccalaureate universities come directly from high school, in some areas of postsecondary education, most importantly vocational education, students are most likely to enter after participation in the workforce. The median age of community and technical

college students enrolled for the purpose of job preparatory training is 29.5, and only 21 percent arrive directly from high school.¹⁴

According to the GFS, among the 1998 graduates of Washington's public high schools, approximately 63 percent continued in the fall of 1999 with some type of postsecondary education or training, while 37 percent did not.¹⁵

Chart 5

Post High School Efforts: Class of 1998



Source: "Graduate Follow-Up Study," Class of 1998

Enrollment in the state's community and technical colleges does not vary significantly by race or ethnicity among the high school class of 1998. However, rates of continuation to baccalaureate education vary widely among the high school class of 1998, ranging from 15.7 percent among Hispanic high school graduates to 35.4 percent among the state's Asian-American high school graduates.

Due to sharp differences in baccalaureate attendance by race and ethnicity, total rates of postsecondary continuation among the class of 1998 are significantly different, ranging from just

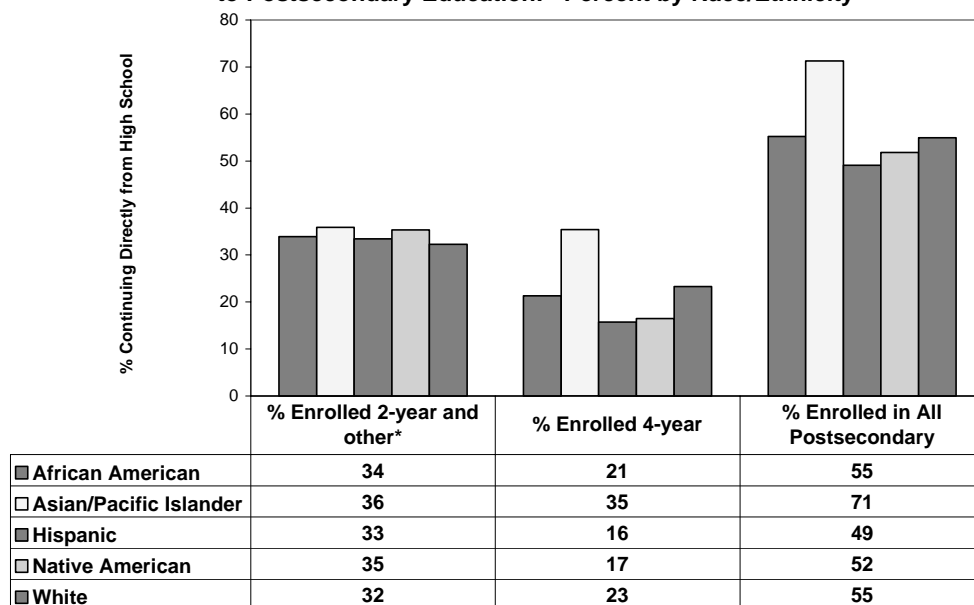
¹⁴ In contrast, CTC transfer-bound students are typically young: their median age is 21, and 65 percent of a fall entering cohort comes directly from high school. The median age of "upgrading workforce students" is 33.4. "Washington Community and Technical Colleges, 2000 Enrollment and Staffing Report," p. 16-17. As Loretta Seppanen of the SBCTC points out, one would need to follow a high school graduating cohort for 10 years to pick up 50% of workforce students.

¹⁵ Earlier versions of the GFS estimated postsecondary non-continuation rates of 40% (1995), 36% (1996), and 34% (1997).

over 70 percent among Asian-American high school graduates to slightly less than 50 percent among Hispanic high school graduates.¹⁶

Chart 6

1998 High School Graduates Continuing Directly to Postsecondary Education: Percent by Race/Ethnicity



* Other includes private trade schools.

Source: "Graduate Follow-Up Study," Class of 1998

II. Population Participation Rate

A second way of measuring the level of participation in postsecondary education is to estimate a population participation rate. The participation rate is calculated by dividing the total undergraduate (headcount) enrollments reported by the state's public universities and colleges by the entire adult (17+) population of the state of Washington. The same calculation may be made for each racial or ethnic group, permitting us to compare rates of participation in postsecondary education.

Rates of participation in Washington's community and technical colleges range from three to six percent, with Hispanic, Asian/Pacific Islander, and African-American populations showing the highest rates of participation.

Rates of participation at the state's public baccalaureate institutions are lower, ranging from one to about three percent. The rate of public baccalaureate participation among the state's Asian/Pacific Islander population is significantly higher than that of any other group.

¹⁶ Earlier GFS studies show a 41 percent continuation rate for Hispanic students in the high school graduating class of 1997.

Using the population participation rate to measure participation has one advantage: it includes adult, nontraditional learners participating in postsecondary education, as well as students entering directly from secondary education. Unfortunately, the population participation rate has a number of characteristics that limit its usefulness as an indicator of postsecondary participation.

- The population participation rate has included only public universities and colleges – while omitting private four-year schools, private vocational schools, and other forms of postsecondary education and training. The continuation rate, in contrast, tracks the transition of students to all types of postsecondary institutions, including most private providers.
- The population participation rate is a highly aggregated measure: it compares all public enrollments to the entire adult population of Washington. It is insensitive to important changes in the behavior among some students, e.g., a decline in freshmen enrollments among Hispanic and African-American students following the adoption of Initiative 200.
- The population participation rate counts all enrollments in Washington’s public colleges and universities, including out-of-state students. It also excludes Washington residents who choose to study out-of-state. The continuation rate, in contrast, tracks the postsecondary outcomes of Washington public high school graduates.
- The population participation rate is insensitive to the dissimilar age distributions of racial and ethnic groups in the state. Calculating the baccalaureate participation rate using only the 18-39 year old age cohort – rather than the entire adult population – produces important differences in participation rates by race/ethnicity. For example, the gap between African-American and Hispanic participation and that of other groups widens.

Table 4

Baccalaureate Participation

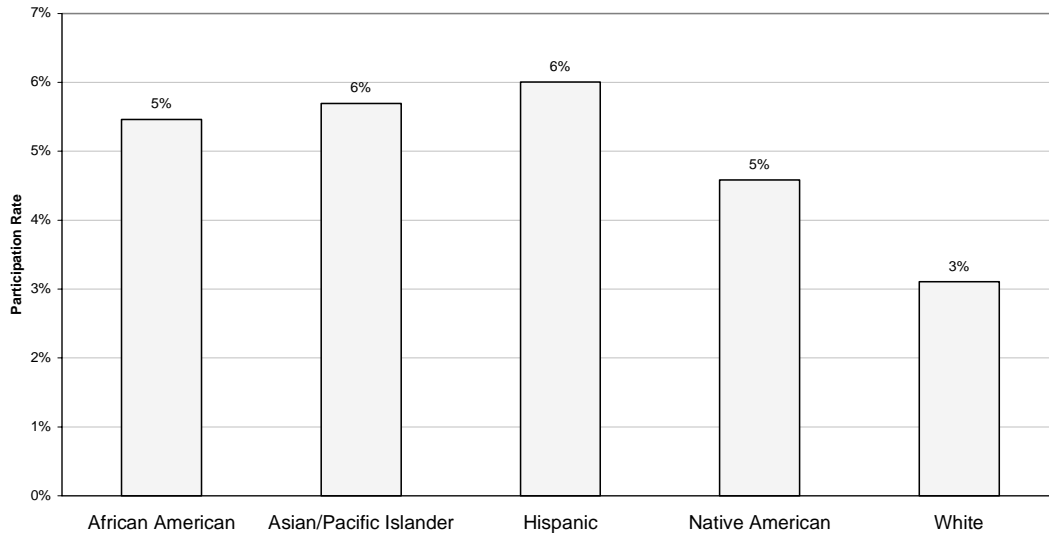
Baccalaureate Participation: The Impact of Different Age Distributions	Population Participation Rate, 18-39	Population Participation Rate, 18+
African-American	2.4%	1.4%
Asian/Pacific Islander	7.0%	3.3%
Hispanic	1.9%	1.1%
Native American	3.4%	1.8%
White	3.4%	1.4%

Data Sources: enrollments (IPEDS); population (WA Department of Health)

Some of these measurement problems could be corrected if the state’s higher education providers chose to adopt new data collection and reporting practices. However, the most basic problem with the population-based approach is conceptual: it does not allow us to understand students’ careers as they move from secondary to postsecondary education and beyond.

Chart 7

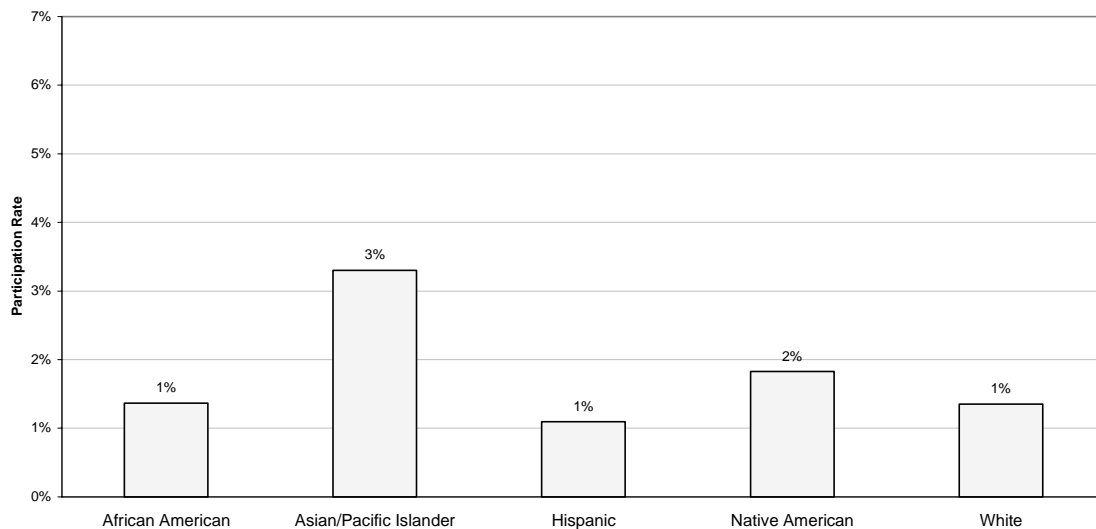
**Participation Rates by Race/Ethnicity, 2000-2001:
Enrollment Compared to Population,
Community/Technical Colleges**



Participation Rate: Percent of population age 17 & above, by race/ethnicity, enrolled in college.
Source: SBCTC, Department of Health

Chart 8

**Undergraduate Participation Rates, by Race/Ethnicity,
2000-2001, Enrollment Compared to Population,
Public 4-Year Institutions**



Participation Rate: Percent of population age 17 & above, by race/ethnicity, enrolled in college.
Source: IPEDS and Department of Health

GOAL THREE: ACHIEVEMENT

All students who begin postsecondary education and training should be able to achieve their educational goals – whether basic skills, a certificate, or degree.

ACHIEVEMENT INDICATORS

This report focuses on five measures of student achievement.

- I. Persistence
- II. Completion
- III. Transfer
- IV. Basic Skills Gains
- V. Degrees/Certificates Conferred

I. Persistence

The State Board for Community and Technical Colleges (SBCTC) uses persistence as a measure of student retention made by the subgroup of students who enroll for the purpose of obtaining an associate's degree. SBCTC measures degree-seeking student progress by the number of quarters enrolled over a two-year period.

- Early leavers: Students with degree plans attending only the first quarter and not returning in two years time.
- Some progress: Students with degree plans attending two or three quarters over the two-year period.
- Substantial progress: Students with degree plans graduating or attending four or more quarters over the two-year period.¹⁷

Rates of substantial progress are significantly lower for Native American and African-American students than for other students. About one quarter discontinue their studies after attending only their first quarter.

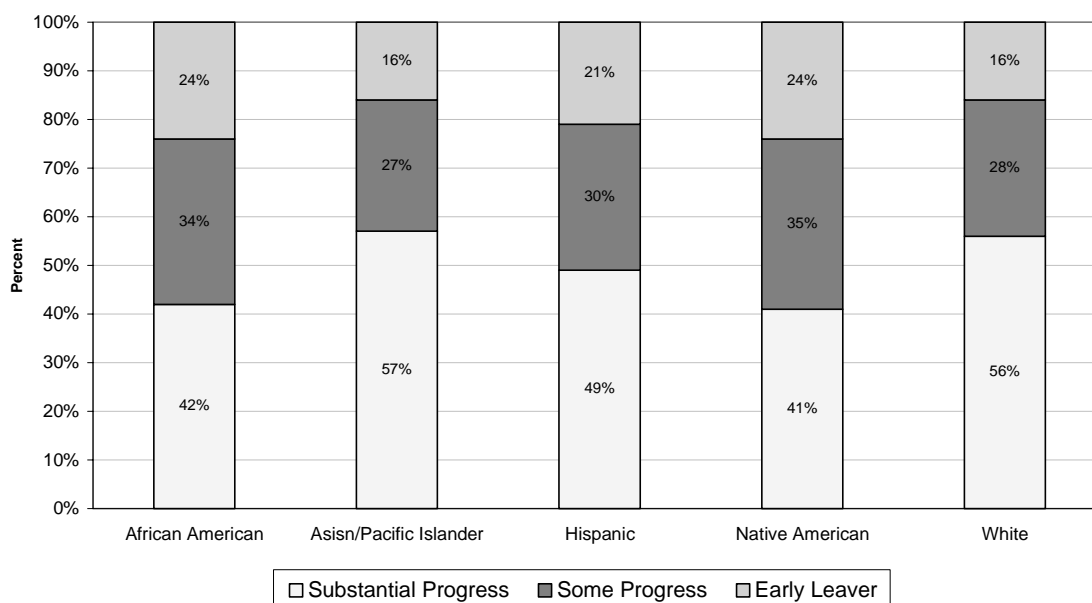
As the SBCTC notes, “Student progress patterns have remained unchanged over time. About 15 to 16 percent of full-time (degree-seeking) students are early leavers, and 56 to 57 percent graduate or make substantial progress towards their degree in two years.”¹⁸

¹⁷ “Access and Success For System Goals For People of Color in Washington Community and Technical Colleges: Sixth Progress Report,” September 2000, p. 6.

¹⁸ Idem.

Chart 9

**Community/Technical Colleges:
Status of 1998 Entering Cohort by Spring 2000**

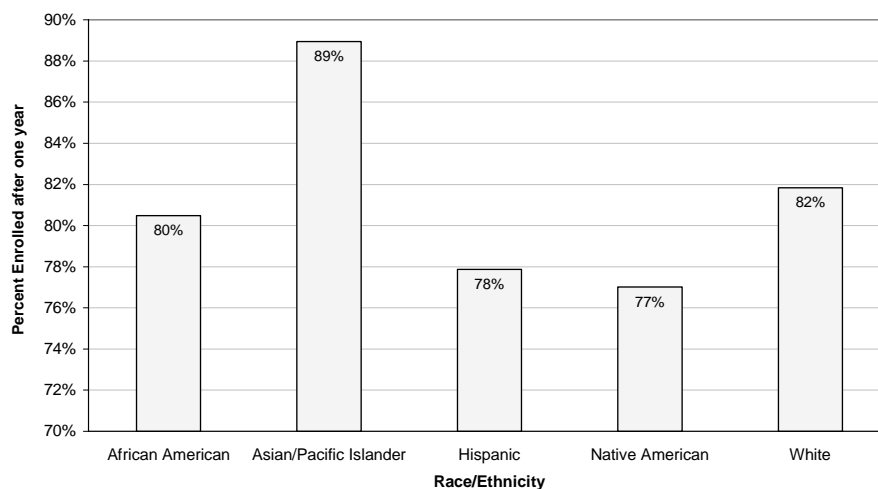


Source: SBCTC

Freshmen to sophomore persistence rates at Washington's public baccalaureate institutions are calculated by measuring the proportion of first-time freshmen enrolling fall of one year who re-enroll, at the same institution the next fall. Rates of retention are substantially similar across racial/ethnic groups, save for distinctly high rates of retention among Asian/Pacific Islander students.

Chart 10

**Freshmen to Sophomore Retention, by Race/Ethnicity,
Fall 1999 to Fall 2000
Public Four-Year Institutions**



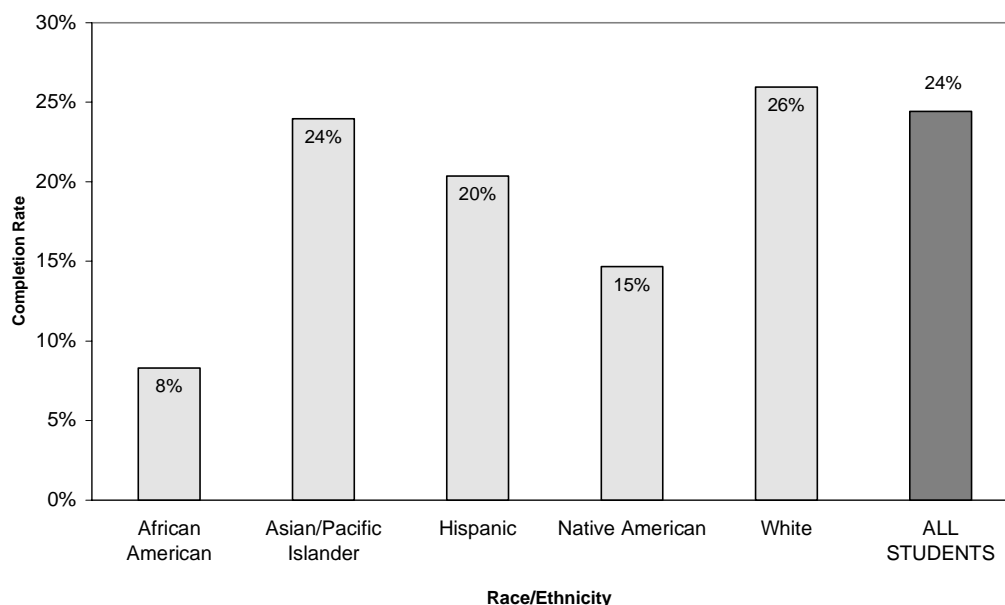
Source: Public 4-Year Institutions

II. Completion

The community college completion rate is calculated by dividing the number of full-time degree seeking CTC students who finished their degree within three years of beginning their studies.

Chart 11

Three-Year Community College Completion Rates by Race/Ethnicity: For Students First Enrolled Fall 1997 Who Completed by 1999-2000

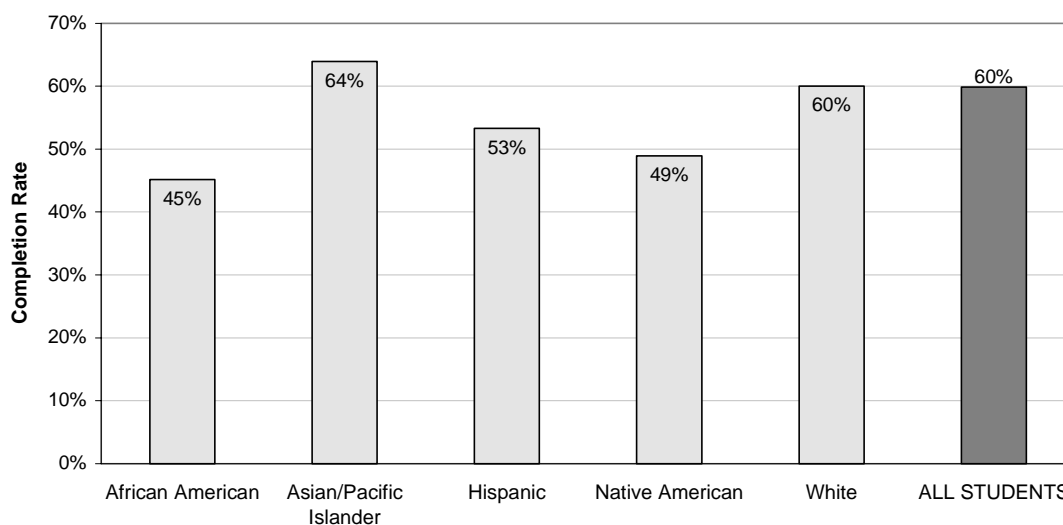


Source: SBCTC

See HECB 1999 Report, "Diversity and Participation...." for completion rates in prior years.

Completion rates vary still more widely by race and ethnicity than do substantial progress rates. Consistent with national patterns, about one-quarter of full-time degree-seeking students will complete their degrees within three years. Rates of completion are moderately lower among Hispanic students, and sharply lower among Native American and African-American students, among whom only about one in ten achieved their degree goal within three years of beginning their studies.

Rates of completion at the public baccalaureate institutions are measured by calculating the percentage of first-time freshmen students who receive their baccalaureate degree within six years. Only students who complete their degrees at the university where they first matriculated are counted as completing students; those who transfer to another institution are counted as non-completing students.

Chart 12**Six-Year Completion Rates at Public 4-Year Institutions,
by Race/Ethnicity**

Data reflect proportion of entering freshmen in 1994 who completed a degree at the same institution by 1999-2000.

Source: IPEDS and Public 4-Year Institutions

III. Transfer

The proportion of students who transfer to four-year institutions depends upon the academic preparation and advising they have received at CTC institutions, students' own calculations about continued schooling and its alternatives, the admissions choices of baccalaureate institutions, and statewide transfer and articulation policies. For the purposes of this report, two measures of transfer are used.¹⁹

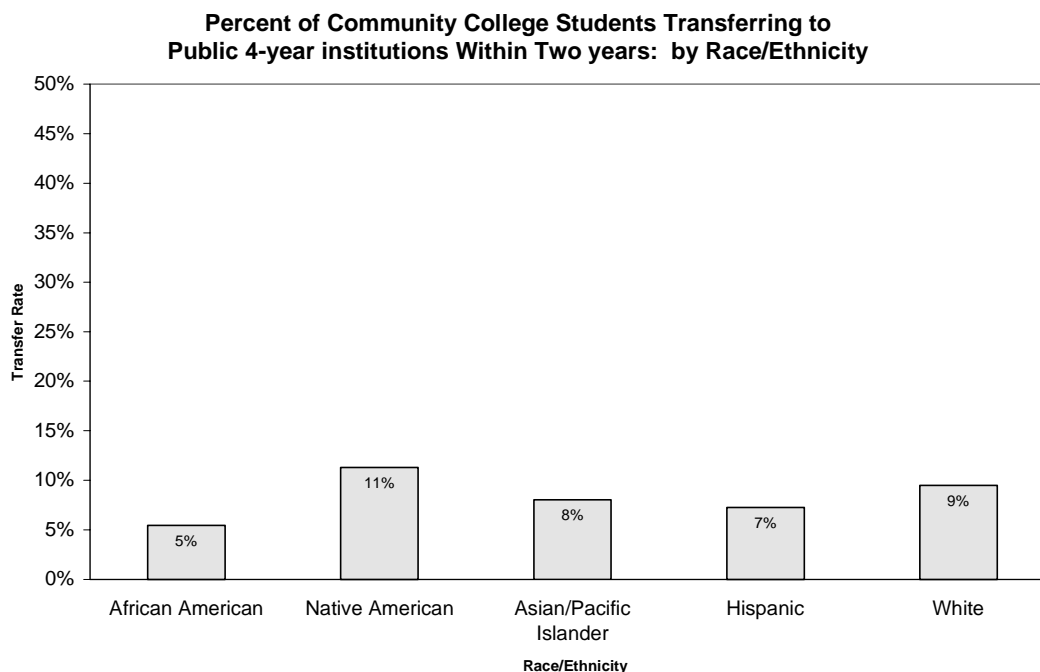
- Students Transferring to a Public Baccalaureate Institution Within Two Years.** This figure is calculated by dividing the number of first-time fall transfers from Washington community and technical colleges by the number of enrollees in the community and technical college sector, in the fall two years prior, who declared an intent to transfer.

This is a highly restrictive definition of transfer, since it assumes that students will begin at a baccalaureate institution only two years after first enrolling in a CTC institution. Only a small proportion of students planning to transfer will matriculate at a public baccalaureate university after two years – on average, about one in ten. African-

¹⁹ For a discussion of the complexities of measuring transfer behavior, see *Transfer Outcomes in Washington Community Colleges*, SBCTC, January 1994 (revised August 10, 1994). The SBCTC uses “transfer ready” – the number of students completing 45+ credits with a 2.0 cumulative GPA – rather than transfer rates as an accountability measure. Our focus here is not accountability, but student progress and achievement across the entire system of postsecondary education.

American students are consistently less likely to make this transition in two years than are other students.

Chart 13



Note: Data reflect community college students who declared an intent to transfer.

Source: SBCTC and Public 4-Year Institutions

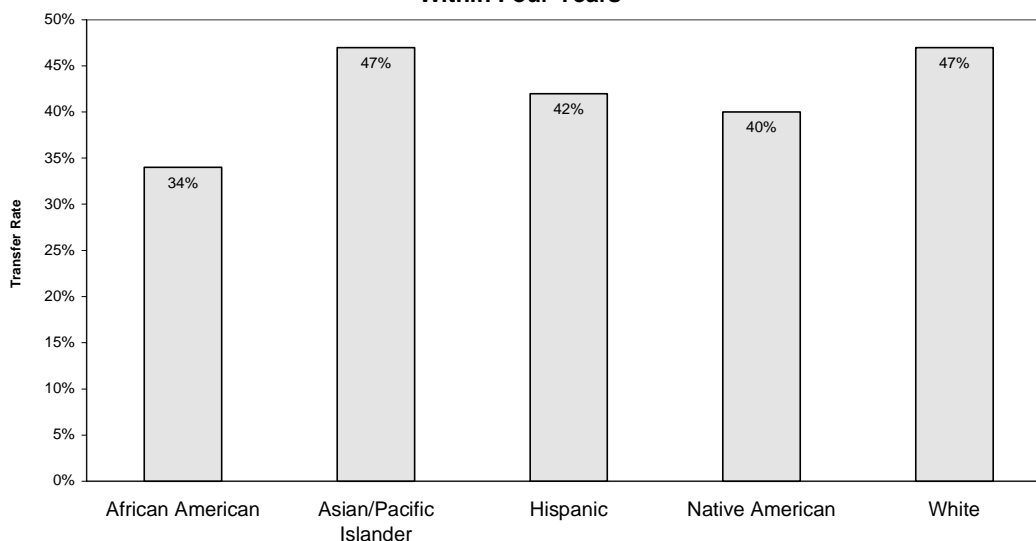
See HECB 1999 Report, "Diversity and Participation..." for transfer rates in prior years.

- **Students Transferring to All Baccalaureate Institutions Within Four Years.** This transfer measure, calculated by the SBCTC, indicates the proportion of students who transfer to a baccalaureate institution within four years – among the subset of students who complete 30 credits and indicate a transfer intent at the time of leaving a two-year college.²⁰

²⁰ *Access and Success*, p. 8.

Chart 14

**Percent of Community College Students Transferring to
Any 4-Year Institution (Public or Private)
Within Four Years**



Source: SBCTC

Data include students completing 30 credits who indicate an intent to transfer upon leaving the community college system.

Calculated using a longer period of time and a fairly exclusive set of students (those who have completed 30 credits and intend to transfer at exit), this measure yields a much higher transfer rate (47 percent) and lower levels of variation by race and ethnicity than does the two year measure.²¹

Earlier SBCTC studies measured transfer rates using four years but a larger subset of students – “all students new to college enrolled in college-level courses...who transfer to public four-year institutions within four years of entrance after earning a minimum of 18 quarterly credits.” This yielded a 24% transfer rate for all students, ranging from 13% (for African-American students) to 30% (for Asian/Pacific Islander students).

IV. Basic Skills Gained

Many students enroll in community colleges to gain basic skills (e.g., literacy) rather than postsecondary skills, certificates, or degrees. To measure the progress of these students the SBCTC calculates a “substantive skills gain rate,” reporting the proportion of Adult Basic Education and English as a Second Language students who make significant skills gains.²²

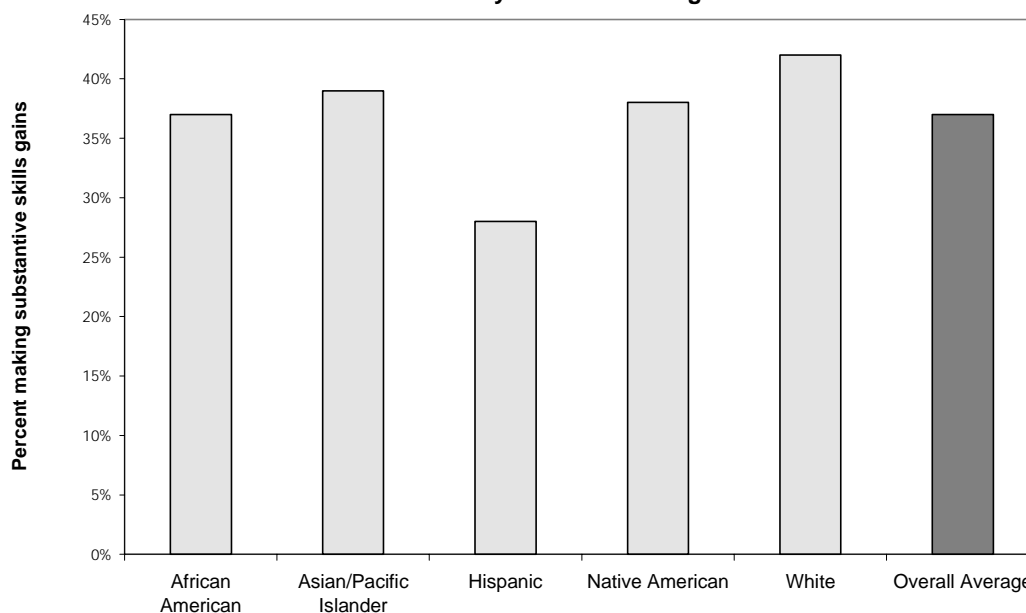
²¹ *Transfer Outcomes in Washington Community Colleges*, August 10, 1994, pp. 12-13.

²² Test scores measure substantive skill gains. Post-test skill gains of greater than one competency level are “significant.” Examples include “an ABE student, able to write simple sentences and provide basic information on forms at the start of classes, [who] is now able to write in paragraphs as part of short reports or informal memos.” Alternatively, “an ESL student, who at the start has the ability to recognize simple English words, is now able to read and understand English information on everyday topics to meet basic needs.” *Access and Success*, 2000, p. 5.

On average, 37 percent of participants in basic skills courses make “substantive skills gains.” White participants, at 42 percent, are most likely to make skills gains. Hispanic participants, at 28 percent, have the lowest rate of basic skills gains.

Chart 15

**Basic Skills: Percent Making Substantive Skills Gains
Community/Technical Colleges**



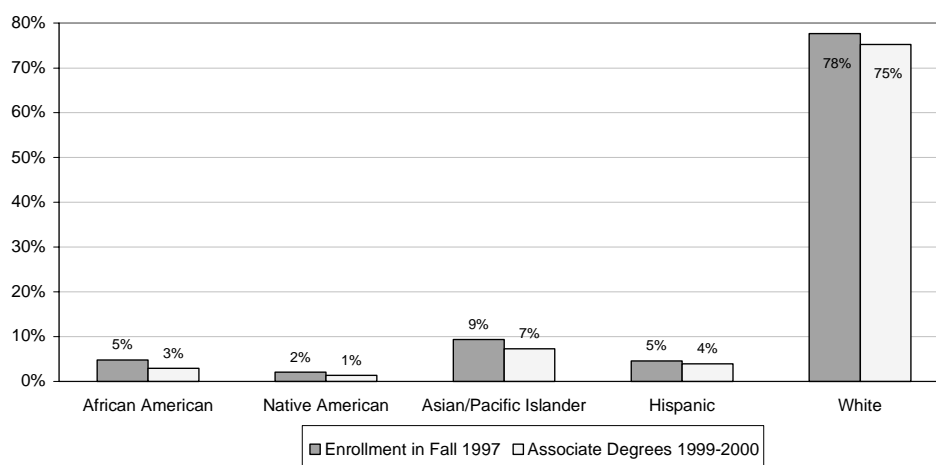
Source: SBCTC, "Access and Success"

V. Degrees/Certificates Conferred

Rates of persistence among Hispanic, African-American, and Native American are lower than those of other students. Therefore, these students obtain a share of associate degrees, vocational or academic, somewhat smaller than their proportion of enrollments in the public two-year system.

Chart 16

**Percent Enrolled with Intent to Transfer,
and Associate Degrees Awarded 3 Years Later:
Community-Technical Colleges**



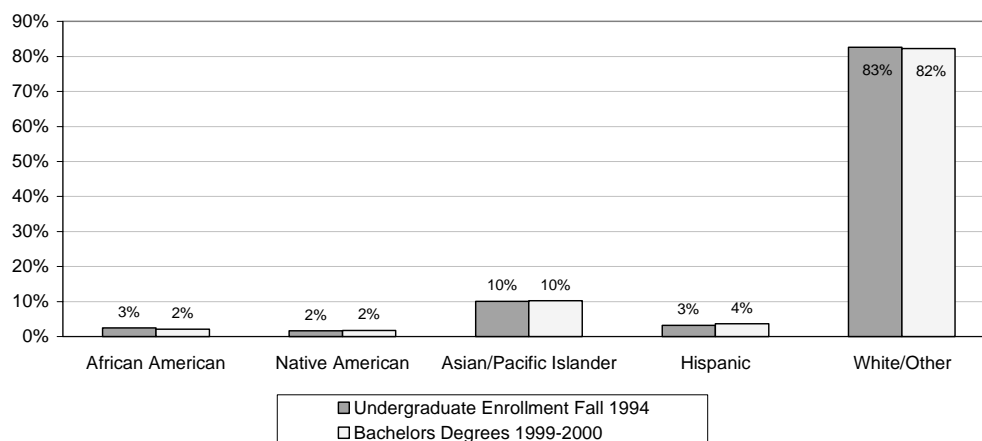
Sources: SBCTC (Fall Enrollment)
IPEDS (Degrees)

Note: Does not include data for other or unknown race, or international students

Taken together, Hispanic, African-American, and Native American students earned 8 percent of baccalaureate degrees at Washington's public baccalaureate universities in 1999-2000. This proportion is roughly equal to their share of undergraduate enrollments in these institutions in the fall of 1994, when many 1999-2000 graduates would have begun their studies.

Chart 17

**Percent Undergraduates Enrolled in Fall 1994,
and Bachelors Degrees Awarded 6 Years Later:
Public Four-Year Institutions**



Sources: IPEDS

Note: "White/Other" includes data for white, other or unknown race, and international students.

SUMMARY

PREPARATION, PARTICIPATION, AND ACHIEVEMENT

This initial review of opportunity and achievement in Washington does not contain research-based conclusions or policy recommendations. Rather, it is a starting point for this work. Its purpose is to focus attention on important accomplishments and problems, to sharpen thinking about the conditions that lead to opportunity and achievement, and to direct research and policy proposals in productive directions.

I. READINESS

Large numbers of young people in Washington appear to be unprepared to begin postsecondary education, either because they have not received their high school diploma, or because they have completed their diploma but not fully acquired the skills required to succeed in postsecondary education.

Noncompletion

About 83 percent of Washington's high school students complete high school, and 17 percent do not. The proportion of students who do not graduate is significantly higher than average for Hispanic, African-American, and Native American students, ranging from 27 to 35 percent.

Completed, But Ready?

The completion of a high school diploma is not a guarantee of readiness for postsecondary education. In 1998, 63 percent of Washington high school graduates continued directly to postsecondary education. About one-third (36 percent) undertook some postsecondary remedial coursework in their first year of higher education enrollment. Among Hispanic, African-American, and Native American high school graduates, roughly one half who continued to postsecondary education in 1998-1999 enrolled in some remedial coursework.²³

II. PARTICIPATION

Continuation: From High School Graduation Directly to Postsecondary Education

More than 6 in 10 students who graduated from Washington's public schools in 1998 continued *directly* to some type of postsecondary education and training. Others from this graduating class will later join them – after participating in the workforce or raising children.

²³ For national research on college preparedness among high school graduates, see *Access to Postsecondary Education for the 1992 High School Graduates*, NCES, 1997. Focusing on high school graduates, it estimates that 47 percent of African-American graduates, 53 percent of Hispanic graduates, and 68 of white graduates are "qualified for four-year college entry." Relying on rates of remedial enrollment in the first year of postsecondary schooling probably overestimates readiness for college, since some students who need remediation may choose not to enroll in remedial courses during their first year.

At first glance, rates of participation in postsecondary education appear to be not only high, but also broadly similar across most of the state's racial and ethnic communities. While rates of direct continuation to postsecondary education are very high among Asian/Pacific Islander high school graduates (71 percent), they range between 49 and 55 percent for all other groups.

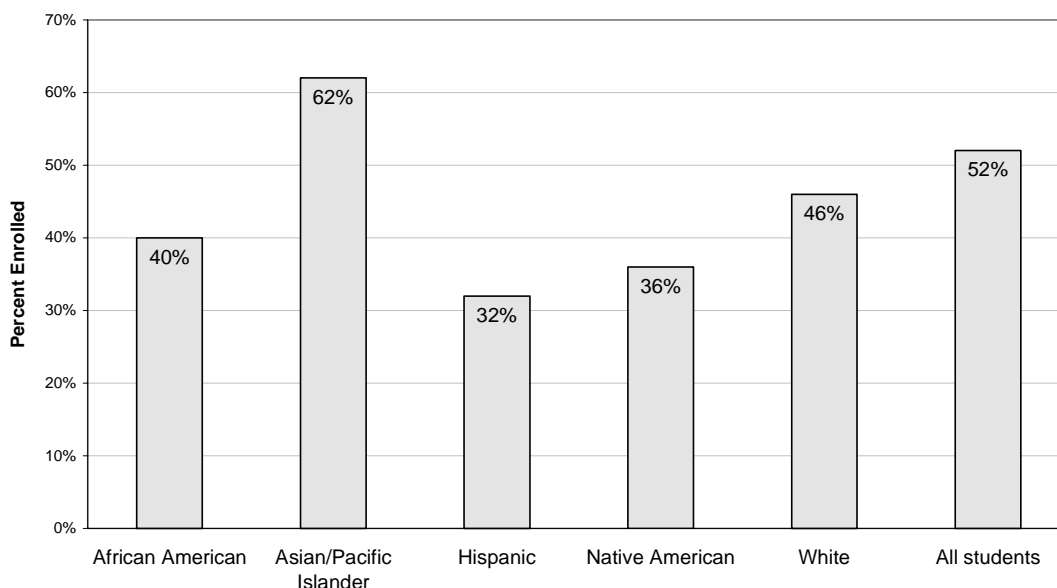
This evenness in participation is due entirely to the broad and even patterns of entry into Washington's two-year system. There is essentially no racial or ethnic variation in rates of continuation to the state's community and technical college system. African-American and Native American students, for example, are as likely to continue directly from high school graduation to a community or technical college as white high school graduates are.

In contrast, rates of direct continuation from high school to baccalaureate institutions vary widely. Among the class of 1998, Hispanic and Native American graduates were about half as likely to continue directly to a university (16 percent) as Asian/Pacific Islander students (35 percent).²⁴ Hispanic, Native American, and African-American students are more likely than other students to take a two-stage path from high school to university – through a two-year institution.

Continuation: High School Freshmen to College Freshmen

If one links the high school completion rate to the high school to postsecondary continuation rate, it is possible to estimate the proportion of high school freshmen that enroll five years later as beginning postsecondary students. Approximately 65 percent of Hispanic freshmen will finish high school, and 49 percent of Hispanic high school graduates will continue directly to postsecondary education. The product of these two rates (.65 multiplied by .49) is 32 percent. In short, about one in three Hispanic high school freshmen will both graduate from high school *and* continue directly to postsecondary education. This rate is slightly higher among Native American and African American students, at 36 and 40 percent, respectively. Among white students, this rate is 46 percent – owing almost entirely to higher rates of high school completion. Asian/Pacific Islander students make the direct transition from grade 9 to postsecondary education at a rate far higher than all other groups, 62 percent.

²⁴ These patterns are the same whether one relies upon a population participation rate or a continuation rate.

Chart 18**Postsecondary Continuation Rate:
High School Freshmen Enrolled in College 5 years later**

Source: HECB calculation using "Graduation and Dropout Analysis" and Graduate Follow-Up data

III. ACHIEVEMENT

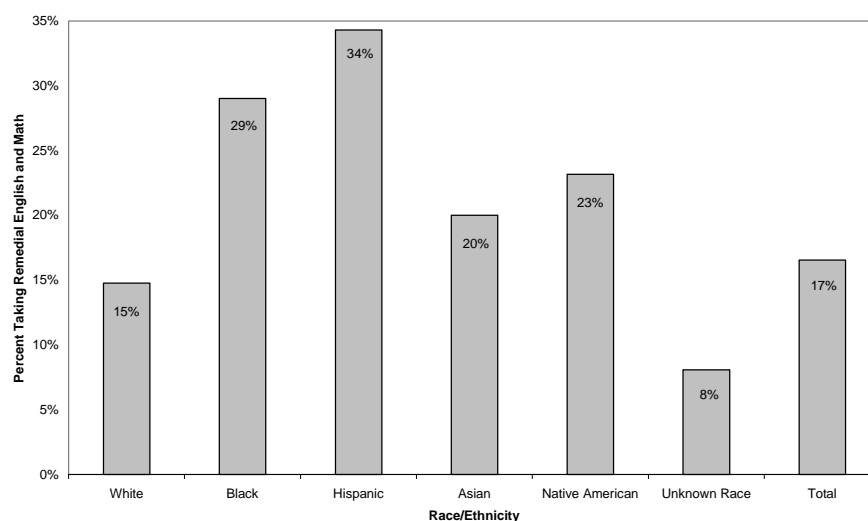
Throughout the nation, patterns of postsecondary entry and achievement are inversely related: where entry is broad and open, rates of achievement are relatively low; where entry is somewhat selective, fewer students from disadvantaged racial and ethnic minorities gain entry, but rates of achievement are higher. Such is the pattern in Washington.

The Link Between Readiness and Achievement

As the preceding section showed, rates of entry into Washington's community and technical college (CTC) system are nearly uniform across racial and ethnic groups. Rates of achievement – of persistence, degree completion, and transfer – are not. For example, the three-year completion rate for students who plan to earn an AA or AS degree vary widely among racial and ethnic groups, ranging from 24 to 26 percent (for Asian/PI and white students, respectively) to 8-15 percent (for African-American and Native American students).

Chart 19

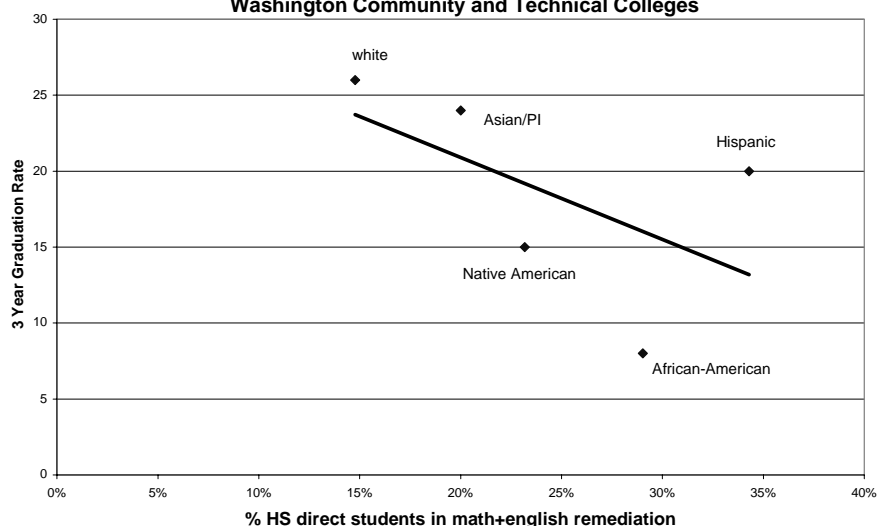
High School Class of 1998 Continuing Directly to CTC System: Percent Taking Both Remedial English and Math



An open door policy permits students of all ages, backgrounds, and levels of academic preparation to enter CTC institutions. Among the students who enter CTC institutions directly from high school, many will have weaknesses in preparation to remedy. Rates of remediation in mathematics and English are especially high among African-American and Hispanic students.

Chart 20

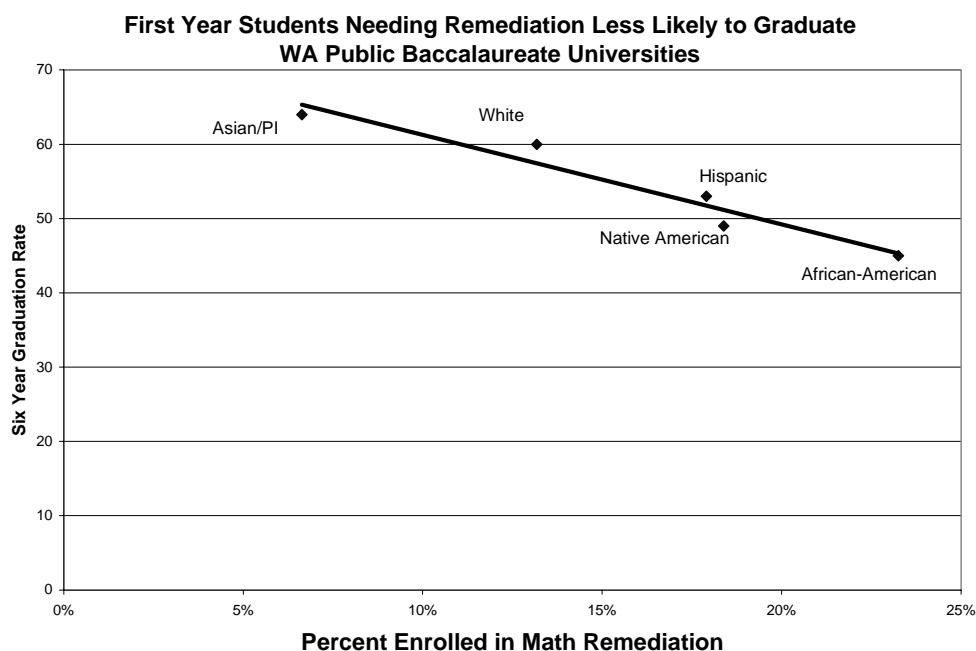
First-Year Students Needing Remediation Less Likely to Graduate
Washington Community and Technical Colleges



The forces that shape student progress and achievement are complex. Working full-time, and having unmet financial need all diminish students' prospects for degree completion.²⁵ Of all the factors that limit students' prospects for achievement, few are more important than academic preparation. Much – but not all – of the differences one sees in achievement lie in the different levels of academic preparation that our state's students bring to the CTC system.²⁶

The pattern of readiness among high school graduates continuing directly to four-year institutions is significantly different from that of students continuing to two-year institutions. Only 2 percent high school students continuing directly to baccalaureate institutions require remediation in both mathematics and English. While 34 percent of Hispanic graduates continuing directly to a CTC institution require math and English remediation, only four percent continuing directly from high school to a four-year institution do. Predictably, rates of completion among students enrolling in the state's public baccalaureate institutions are significantly higher than they are among students enrolling in two-year institutions.²⁷ Moreover, completion rates vary more modestly across racial and ethnic groups enrolled in public baccalaureate institutions than they do in the CTC system.

Chart 21



²⁵ National Postsecondary Aid Study, 1993.

²⁶ One-third of the variation in completion is attributable to differences in levels of remediation. To reach firm conclusions, one would need student-level data rather than aggregate data, and a fully specified statistical model that incorporated financial need, family circumstances, student plans, and other factors.

²⁷ Using the same standard to measure completion: 150% of time to degree (or three and six years to degree).

NEXT STEPS

Washington is faced with three principal challenges: 1) broadening the pipeline of students who are prepared to enter – and succeed – in higher education; 2) ensuring adequate access to public universities; and 3) turning access into achievement in open enrollment institutions.

To respond to these challenges, the HECB will meet with universities, colleges, and other governing agencies to review this diagnosis of opportunity and achievement, and plan a collaborative research agenda. The first round of research will be completed in 2002, and lay the foundation for policy proposals offered in the 2003 legislative session.

Below are outlined some of the initial questions that might be addressed, and suggestions regarding potential partnerships for addressing them. These initial questions and potential partnerships will be revised and expanded as the HECB proceeds with this research.

I. Broadening the pipeline of students who are prepared to enter – and succeed – in higher education

A. Comprehensive School Reform

Are students who succeed under standards-based education reform – e.g., who meet WASL standards – more likely to enroll and succeed in postsecondary education and training than those who do not?

Potential Partners

Office of the Superintendent of Public Instruction, public colleges and universities, private colleges and universities, Workforce Training and Education Coordinating Board, Washington State Public Policy Institute.

Potential Policy Proposal

Link university admissions policy to the Washington Assessment of Student Learning.

B. Targeted Early Intervention

What proportion of students who are ill-prepared for postsecondary education are being served by targeted early intervention programs, such as GEAR-UP? Are targeted interventions boosting students' educational aspirations, academic readiness for postsecondary education, or participation and achievement in postsecondary education?

Potential Partners

State GEAR-UP administrators, public and private colleges and universities, high schools.

Potential Policy Proposal

Seek state support for some early intervention initiatives; modify existing early interventions in light of research findings.

II. Ensuring adequate access to public universities**Adequate Access**

A. Are minimum entry qualifications for public universities predictive of student success? How successful are students admitted in exception to these policies?

B. Is there a pool of students who are qualified for entry to public universities who are choosing not to seek entry? Is there a pool of students who are nearly qualified for university entry, and might become qualified with additional support and information?

Potential Partners

Public universities, high schools.

Potential Policy Proposals

Revisions to minimum admissions policy; initiatives targeted at “nearly qualified” students.

III. Turning Access into Achievement in Open Enrollment Institutions

What factors explain successful student outcomes? Why are completion rates for some students substantially lower than for others?

Potential Partners

State Board for Community and Technical Colleges and individual community and technical colleges.

Potential Policy Proposals

Revisions to student assessment and remediation, financial aid, advising, and support services.

BARRIERS TO STUDENT LEARNING AND INSTITUTIONAL RESPONSIVENESS

May 2001

OVERVIEW

At its July 2000 and January 2001 meetings, the Higher Education Coordinating Board (HECB) received status reports on the study of barriers to student learning and institutional responsiveness outlined in the Board's 2000 Master Plan for Higher Education. These status reports summarized the study process undertaken to solicit information from the higher education community, and presented a categorized listing of the barriers identified by administrators, faculty and students at the public institutions (Attachment A).

This report summarizes the results of the review and identifies barriers representing significant constraints to institutions and students where corrective actions are considered feasible.

BACKGROUND

The 2000 Master Plan for Higher Education, *The 21st Century Learner: Strategies to Meet the Challenge*, adopted five goals reflecting the Board's policy that the interests and needs of learners must be the fundamental priority of the state's higher education system. To this end, the Master Plan called for a comprehensive review of how existing regulations or practices at the state and institutional levels create unwarranted obstacles to student progress and meeting program demand. The Board asked the faculty, students, and administrators of the public colleges and universities to help identify how existing regulations or practices at the state and institutional levels could be changed to better meet learning needs and support the role and mission of the institutions. An important part of this review was the identification of possible demonstration projects or "opportunity zones" to test proposed solutions.

At its July 2000 meeting, the Board discussed the study process, and emerging themes or issues based on a series of discussions with the project stakeholders -- institutional representatives, faculty, and students from public colleges and universities.

At its January 2001 meeting, the Board reviewed a framework which divided the identified issues and obstacles into the following four categories:

1. Identified Obstacles Where Action Has Been Taken
2. Identified Obstacles and Solutions Which Are Currently Being Studied
3. Laws, Rules, and Policies That Need Clarification

4. Areas in Need of Further Evaluation and Prioritization by the HECB and Project Stakeholders

This classification provided a framework to focus on the priority and feasibility of those obstacles and solutions where corrective action had not already been taken or planned. Since January, HECB staff have held additional discussions with the project stakeholders to (1) review the obstacles contained in the fourth category and (2) determine “high-priority” barriers to student learning, which could be realistically and successfully addressed by the higher education community.

RECOMMENDATIONS

HECB staff recommends that the Board focus on a limited number of “high priority” obstacles where feasible solutions exist. This approach will allow the universities, colleges, and HECB to track progress in correcting the circumstances creating the barrier to student learning and institutional responsiveness.

I. Immediate Focus on Transfer and Articulation Issues

Of the various obstacles reported in the review process, those concerning effective **transfer and articulation** between and within the two- and four-year public sectors represent the most immediate and significant opportunities for reducing barriers to student learning and institutional responsiveness. In the review process, stakeholders shared anecdotal information concerning the consequences of ineffective transfer and articulation policies or practices, such as **excessive course make-up**.

Other issues related to transfer and articulation include the following:

- The need for a General Education Requirement Transfer Agreement between the four-year institutions;
- The importance of ensuring the availability of lower-division course work for students attending the branch campuses and the need to reimburse the community and technical colleges for the cost of providing GER or other lower-division courses to students enrolled full-time at the branch campuses; and
- Credit transfer limitations resulting from designating community college courses as part of a technical curriculum.

Efforts Already Underway

A number of efforts are underway to address improved transfer and articulation. Many of these activities are cooperative direct transfer agreements generated through the Intercollege Relations Commission (ICRC), such as the Associate in Arts Degree and the two Associate in Science Degrees. Other efforts originate through the Inter-institutional Committee on Academic Program

Planning (ICAPP) or dual admissions/concurrent enrollment (e.g., University of Washington and Shoreline Community College). There are also individual institutional initiatives. For example, The Evergreen State College has negotiated 230 Upside-down Degree options and Big Bend Community College has negotiated a direct transfer of their Aviation Degree with Central Washington University.

Although these efforts are important, there is **no coordinated, system-wide prioritized plan to address all aspects of this issue**. More empirical information is needed to fully understand the magnitude and consequences of the problem, thus allowing remedial efforts to focus on the areas of greatest need.

Development of a Prioritized Action Plan

HECB staff recommends the initiation of a comprehensive assessment of transfer and articulation practices within and between the public universities and colleges. This assessment would include extensive collaboration and coordination with the public institutions of higher education and would begin with a fact-finding phase to identify specific areas of transfer and articulation that warrant improvement.

The Policy and Planning Committee would oversee the review, identify and report to the Board on specific areas in need of improvement, and recommend a prioritized action plan to address identified problems.

If the Board concurs, the Committee would work with HECB staff in preparing a detailed project schedule and scope of work for Board consideration at its July 2001 meeting.

II. Ongoing Identification of Barriers to Student Learning and Institutional Responsiveness

In the course of the current review activity, two important lessons were learned. First, barriers or obstacles resulting from a new law, policy, or rule often are not anticipated or recognized until the implementation or administration of the new practice. Second, a barrier often exists because of confusion or misinterpretation of a law, policy, or rule.

Accordingly, it is recommended that the HECB, in collaboration with the public universities and colleges, conduct a biennial review of barriers and report results in each four-year update to the Master Plan for Higher Education.

Resolution 01-26 is attached for Board consideration.

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Action Has Been Taken</i>	Insufficient funding for technology	Increase technology funding	No	Yes	Additional funding recommended by HECB for the 2001-2003 biennium
	Lack of adequate preparation in basic math, writing, and computer literacy	Certificate of Mastery and effective articulation between secondary and postsecondary education	No	Yes	Funding for the Competency-based Admissions project is included in the HECB 2001-2003 budget recommendations
	Insufficient funding for diversity	Increase diversity funding	No	Yes	Additional funding recommended by HECB for the 2001-2003 biennium
	Lack of adequate funding for supporting students with disabilities	Additional funding	No	Yes	Additional funding recommended by HECB for the 2001-2003 biennium
	Educational Opportunity Grant program two-year limitation	Allow three years of program eligibility	Yes	Yes	The EOG study adopted by the Board in December 2000 authorizes awards for up to eight quarters (or equivalent)
	Designation of courses at a community college as part of a technical curriculum limits transfer ability	Identify courses by the competencies acquired	No	Yes	Funding for the Competency-based Degree pilot program was included in the Board's 2001-2003 budget recommendations
	Difficulty in hiring and retaining faculty, especially in high-tech fields	Additional funding	No	Yes	Additional funding recommended by HECB for the 2001-2003 biennium

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER- IDENTIFIED OBSTACLE	STAKEHOLDER- IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Action Has Been Taken (continued)</i>	Lack of child care	Adequate funding	No	Yes	Continued funding for child care grants recommended by HECB for the 2001-2003 biennium
	Requiring students at public four-year institutions to enroll for a minimum of two credits per quarter	Eliminate the requirement	Yes	Yes	This issue will be considered as part legislative agenda
	Unavailability of required courses	Reduce bottle-neck courses	No	Yes	Continue to monitor the graduation efficiency index
	Lack of ethnic diversity	Increase minority representation	No	Yes	Additional funding recommended in the 2001-2003 biennium
	The need for undergraduate students to work at outside jobs	Increasing and extending the State Need Grant program	No	Yes	Additional funding recommended by HECB for the 2001-2003 biennium

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Changes to Current Law or Policy are Currently Being Studied</i>	Students and advisors do not have consistent information concerning prerequisite requirements due to non-standardized common course numbering systems	Require a common course numbering system for all public institutions	Yes	Yes	The Intercollege Relations Commission is examining this issue. Additionally, the University of Washington is conducting a pilot study of the Course Applicability System (CAS).
	Prohibition of doctorates at branch campuses except in exceptional circumstances	Modify statute and policy to allow doctoral level programs	Yes	Yes	HECB staff are reviewing current policies and practices of other states
	Incompatibility of semester vs. quarter systems for transferring students	Standardize	Yes	Yes	HECB staff presented a report on this issue to the Board for consideration at its December 2000 meeting

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Changes to Current Law or Policy are Currently Being Studied (continued)</i>	<p>HECB program review and approval process limits the institutions' ability to respond quickly to student program demands</p> <p>HECB policy of limiting degree duplication</p>	<p>Authorize institutions to initiate/maintain new programs concurrent and contingent with HECB review</p> <p>Authorize the "migration" of programs approved at one site to other sites</p> <p>Grandfather all currently approved programs for delivery at all sites</p> <p>Authorize delivery of any existing programs at any site contingent on a minimum enrollment level</p> <p>Eliminate the marketing restriction during pre-approval phase for all programs that currently exist in the institution's catalog</p> <p>Authorize branch campuses to offer any program that is offered by the main campus</p> <p>Limit HECB review and approval to selected types of programs</p>	Yes	No	The HECB approved a resolution to modify existing program review and approval guidelines at its January 2001 meeting

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Clarification of the Current Policy or Law is Needed</i>	Prohibiting graduation deficient 12 th grade students from qualifying for Running Start	Modify WAC	No	No	HECB will send a letter to the head counselor at each high school explaining current program rules
	Inability to offer high-demand self-sustaining programs due to I-601 fee increase limitations	Exempt fees, charges, and tuition associated with self-sustaining programs from fee increase limitations	No	No	The Office of Financial Management will be asked to clarify the provisions of I-601 with the public institutions
	Difficulty in getting transfer information from public four-year institutions and lack of consistency in interpreting privacy regulations	None identified	No	No	The Office of the Attorney General will be asked to provide a summary of current law requirements. This information will be transmitted to the universities and colleges.
	12 credit rule for 100% financial aid	Establish a fund dedicated to providing “mini” grants for students wanting/ needing to take less credits	No	No	The HECB will clarify current law and rules with the Washington Financial Aid Association at its summer 2001 meeting
	Exclusion of home-schooled students from the Promise Scholarship program	Change regulation	No	No	Revise program brochure to make explicit home-schooled student eligibility
	Financial aid restrictions on repeated courses and developmental courses are counter to student success	Change regulation	No	No	The HECB will clarify current law and rules with the Washington Financial Aid Association at its summer 2001 meeting

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER- IDENTIFIED OBSTACLE	STAKEHOLDER- IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Clarification of the Current Policy or Law is Needed (continued)</i>	The “150% financial aid limit” is unfair for students who are significantly under-prepared	Change regulation	No	No	The HECB will clarify current law and rules with the Washington Financial Aid Association at its summer 2001 meeting

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER- IDENTIFIED OBSTACLE	STAKEHOLDER- IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders</i>	CTC/SMS computer system prevents students from accessing degree audits and does not differentiate between intents	New system	No	Yes	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Lack of a direct transfer agreement between public four-year institutions for general education requirement	<ol style="list-style-type: none"> 1. Include in statewide transfer agreements a generic general education agreement that specifies that students who meet the general education requirement at any one public four-year institution meet the same requirement at all public four-year institutions; or 2. Transcripts or catalogs from all public four-year institutions should indicate how courses are used to meet the general education requirement. 	No	No	

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Excessive coursework “make-up” for transfer students	<ol style="list-style-type: none"> 1. Shared advisors program 2. Transfer by Major program 3. Sharing transcript data 4. Community College AS Degree 5. Course Applicability System 6. Community colleges should clearly identify academic transfer courses in their catalogues <p>Two- and four-year institutions should develop common lower-division course prerequisites for professional programs in business and engineering</p>	No	No	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.
	Financial aid allocations are made late in the academic year award cycle causing unnecessary reallocations and less than optimal aid packaging	State allocations should be better aligned with campus award cycles	Yes	No	

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Branch campus students are often required to enroll at two institutions to correct deficient lower-division coursework due to statutory restrictions on branch campus course-level offerings	Authorize the branches to “explore a range of options” including: offering “ramp-up” transition courses and prerequisite courses, and creative partnership agreement with community colleges	Yes	Yes	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.
	Inflexibility of admissions and tuition policies regarding undocumented students domiciled in Washington	Modify current law and rules	Yes	No	
	Multiple tuition for full-time branch campus students taking general education requirements (GER) or lower-division courses at community colleges	Establish policy waiving tuition costs at community colleges for full-time branch campus students enrolling in required GER or lower-division prerequisites	Yes	Yes	
	Existing residency requirements	Modify statute to include in the definition of “resident student” new students who are employed full-time	Yes	No	

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Lack of course availability due to the state employee and National Guard tuition exemption	State funding of FTE's generated by matriculated students receiving these exemptions	Yes	Yes	
	SBCTC program review processes are not responsive	Streamline the process to allow colleges to be more responsive	No	No	
	Inability to effectively plan and initiate new high-demand programs due to unbudgeted start-up expenses	Establish a funding basis and mechanism for appropriating start-up funds	No	Yes	
	Inadequate funding formula (FTE)	Recognize full cost of service and non-FTE driven expenditures	Yes	Yes	
	Lack of ethnic diversity	Increase minority representation	No	No	
	Incompatibility of K-12 and postsecondary schedules impacting Running Start students and parents of school-age children	Standardize	Yes	Unknown	
	Incompatibility between policy of charging full tuition for 10 or more credits and financial aid rules requiring 12 or more credits for full-time aid award	Modify law and rules	Yes	Unknown	

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	The use of a nine-month academic calendar	Annualize the academic calendar – offer state-funded programs on a twelve month basis	Yes	Unknown	
	Inflexible financial aid funding mechanisms	Institutional management of financial aid	Yes	Yes	Each of the issues contained in this category will be reviewed with the project stakeholders. This review will evaluate the identified obstacle and assess its relative priority as a barrier to student learning. A work plan for those issues identified as a high priority where improvements are considered feasible will be developed.
	Inconsistent federal and state financial aid regulations	HECB and SBCTC should work together to align state and federal regulations	Yes	No	
	The number of work hours required for the Work Based Learning Tuition assistance program is excessive	Change regulation	Yes	No	
	Labor and Industry retraining grants of one year are insufficient to meet student needs	Allow two years	Yes	Yes	

ATTACHMENT A					
ACTION CATEGORY	STAKEHOLDER-IDENTIFIED OBSTACLE	STAKEHOLDER-IDENTIFIED SOLUTION	POSSIBLE IMPLICATIONS		ACTION
			Law/Rule Change	Fiscal Impact	
<i>Issues to be Further Evaluated and Prioritized by the Rules Review Stakeholders (continued)</i>	Lack of an alternative method for students to progress through developmental courses	Offer a math or English intervention class required for two-time failure students	No	No	
	Credit load requirement for Work Study and State Need Grant eligibility is too high	Change regulation	Yes	Yes	

RESOLUTION NO. 01-26

WHEREAS, In the 2000 Master Plan for Higher Education, *The 21st Century Learner: Strategies to Meet the Challenge*, the Higher Education Coordinating Board (HECB) adopted five goals reflecting the Board's policy that the interests and needs of learners must be the fundamental priority of the state's higher education system; and

WHEREAS, The Master Plan called for a comprehensive review of how existing regulations or practices at the state and institutional levels create unwarranted obstacles to student progress and meeting program demand; and

WHEREAS, HECB staff undertook the review in collaboration with faculty, students, and administrators of the public colleges and universities; and

WHEREAS, Preliminary findings of the review were presented to the Board at its meetings of July 2000 and January 2001; and

WHEREAS, The final report, *Barriers to Student Learning and Institutional Responsiveness*, recommends that a comprehensive assessment of transfer and articulation practices within and between the public universities and colleges be undertaken and that a coordinated system-wide plan for this assessment be developed; and

WHEREAS, The report also recommends that the HECB conduct a biennial review of barriers and report results in each four-year update to the Master Plan for Higher Education; and

WHEREAS, At its meeting of May 14, 2001, the Board's Policy & Planning Committee reviewed the final report and concurs with the reports recommendations;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the recommendations of the final report and requests that the Board's Policy & Planning Committee work with HECB staff in preparing a detailed project schedule and scope of work for Board consideration at its July 2001 meeting.

Adopted:

May 30, 2001

Attest:

Bob Craves, Chair

Kristianne Blake, Secretary